ENGLISH TWO

Course Code : HSC-2852

Higher Secondary Certificate Programme
(HSC Programme)

ওপেন স্কুল
OPEN SCHOOL

Bangladesh Open University

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Distribution of Marks

Part- A (Grammar)- 60	
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কিভাবে ENGLISH TWO বইটি পড়বেন

প্রিয় শিক্ষার্থী

ENGLISH TWO বইটি বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয় প্রবর্তিত **এইচএসসি** প্রোগ্রামের ইংরেজী ২য় পত্র। এই কোর্সটি নেয়ার জন্য প্রথমেই আপনাকে অভিনন্দন। আপনি বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়ে ভর্তি হয়ে দূরশিক্ষণ পদ্ধতিতে পড়াশুনা শুরু করেছেন।

আপনি এখন Self Learner বা স্ব-শিক্ষার্থী

সাধারণতঃ শিক্ষার্থী স্কুলে বা কলেজে বা বিশ্ববিদ্যালয়ে যায় এবং শিক্ষকরা তাদের ক্লাশ নেন। পাঠ্য বইয়ের নির্ধারিত সিলেবাসের প্রতিটি অধ্যায় শিক্ষকরা আলোচনা করেন। শিক্ষকরা শিক্ষার্থীদের প্রতিদিন পাঠ্য সূচীর বিভিন্ন জটিল বিষয় সমূহ সমাধান করেন এবং তাদেরকে পড়ার জন্য উৎসাহিত ও বাধ্য করেন।

কিন্তু দূরশিক্ষণ পদ্ধতিতে শিক্ষককে পাওয়া যাবে না। আপনাকে নিজে নিজে শিখতে হবে। আপনি এখন একজন স্ব-শিক্ষার্থী (self learner)। এরূপ শিক্ষার্থীর দায়িত্ব সাধারণ শিক্ষার্থীর চেয়ে অনেক বেশী। কারণ সাধারণ শিক্ষার্থীরা শিক্ষকের উপর নির্ভর করেন অথচ দূর শিক্ষণ পদ্ধতিতে শিক্ষার্থীরা শিক্ষকের উপর নির্ভর করেন না বরং চরম প্রতিযোগিতার সম্মুখীন হন।

দূরশিক্ষণ পদ্ধতিতে শিক্ষার্থী নিজেই নিজের শিক্ষাকে সুসংগঠিত করে, নিয়মিত পড়াশুনা করে, নিজের উৎসাহকে ধরে রাখে এবং চূড়ান্ত লক্ষ্য অর্জন করে।

শিক্ষার বিভিন্ন উপকরণের যথাযথ ব্যবহার

বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয় আপনাকে যে শিক্ষা উপকরণগুলো সরবরাহ করেছে, সেগুলো সাধারণ শিক্ষা প্রতিষ্ঠানের পাঠ্য বইগুলো থেকে ভিন্ন ধরনের। এখানে শিক্ষক ও টেক্সবই কে একত্রে উপস্থাপন করা হয়েছে অর্থাৎ পাঠ্য বইয়ের বিষয় ও ধারণা এমন ভাবে ব্যাখ্যা করা হয়েছে যেন শিক্ষার্থী অনুভব করেন যে শিক্ষক নিজেই ক্লাশরুমে শিক্ষা দিচ্ছেন।

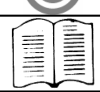
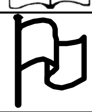
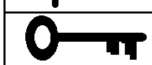
১. **উদ্দেশ্যসমূহ (Objectives) :** বইয়ের প্রতিটি Unit-এর শুরুতে যে Objectives দেয়া আছে তাতে স্পষ্টভাবে শিখন উদ্দেশ্যগুলো বর্ণনা করা হয়েছে। নির্দিষ্ট Lesson টি পড়া শেষে শিক্ষার্থী এই উদ্দেশ্যগুলো অর্জন করেছেন কি-না সেটা পরীক্ষা করে দেখবেন।

২. **ইংরেজিতে কথা বলুন (Speak in English) :** জীবনের বিভিন্ন অবস্থায় (Different life situaions) ভাষাকে কিভাবে ব্যবহার করা যায় তা শিখুন। এ অধ্যায়টি আপনাকে কোন বন্ধু বা পরিচিত কারো সাথে ইংরেজিতে কথা বলার অভ্যাস তৈরীর জন্য প্রস্তুত করবে।

৩. **ইংরেজিতে লেখার অভ্যাস করুন (Writing habit in English) ঃ** কিভাবে ইংরেজিতে Paragraph, Letter, Composition, Email, Application এবং Report লিখতে হয় সেটা এই অংশে সবিস্তারে পাবেন। শুধু তাই নয় আপনাকে অনুশীলনের জন্য সুযোগ তৈরি করবে।

৪. **প্রশ্নোত্তর মিলিয়ে দেখুন (Check your answer key) :** ইউনিটসমূহের শেষে Answer key বা প্রশ্নোত্তর দেওয়া আছে। আপনার প্রস্তুতকৃত প্রশ্নোত্তর সঠিক হয়েছে কি-না তা মিলিয়ে দেখুন। এতে আপনার মধ্যে স্পষ্ট ধারণা আসবে যে আপনি কতটুকু বুঝতে সক্ষম হয়েছেন।

৫. **প্রয়োজনীয় নির্দেশের প্রতীক বা ছবি এর অর্থ দেখুন (Necessary instructional sign meaning) ঃ** এই পাঠ্য বইয়ে বিভিন্ন ধরনের চর্চা বা অনুশীলনের জন্য প্রয়োজনীয় নির্দেশের প্রতীক হিসেবে বিভিন্ন ছবি বা প্রতীক ব্যবহার করা হয়েছে। এগুলো নিম্নরূপ−

	এই ছবিটি বা প্রতীকটি দেখলে আপনি বুঝবেন, এই পাঠের উদ্দেশ্য কী?
	এই ছবিটির মাধ্যমে আপনাকে বইয়ে দেওয়া মূল পাঠ্য বিষয় বা Text পড়তে বলা হয়েছে।
	এই ছবি বা প্রতীকের অর্থ হচ্ছে পাঠোত্তর মূল্যায়ন।
	এই ছবিটির অর্থ হচ্ছে Answer Key বা প্রশ্নোত্তর। প্রশ্নের উত্তর প্রথমে নিজে লিখে ইউনিটসমূহের শেষে দেয়া Answer Key এর সাথে মিলিয়ে দেখুন।

৬. **টিউটোরিয়াল ক্লাশে যোগদান করুন (Attend Tutorial Class) :** বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়ের অধীন বিভিন্ন টিউটোরিয়াল সেন্টার (TC)-এ মাসে দুইটি বা তিনটি টিউটোরিয়াল ক্লাশের ব্যবস্থা করা হয়। এসব ক্লাশে শিক্ষার্থীদের পাঠ্য বইয়ের নানা বিষয়ের জটিলতা, সন্দেহ এবং সমস্যাগুলো সমাধানের ব্যবস্থা এবং সংশ্লিষ্ট Unit ও Lesson এর উপর দিক-নির্দেশনা ও উপদেশ দেয়া হয়। সুতরাং শিক্ষার্থীরা ভাল প্রস্তুতি নিয়ে টিউটোরিয়াল ক্লাশে উপস্থিত হবেন যাতে তারা সীমিত সংখ্যক ক্লাশের মাধ্যমে সর্বাধিক উপকার পেতে পারেন। নিজেদের পাঠের মূল সমস্যাগুলো চিহ্নিত করে টিসি-এর সংশ্লিষ্ট বিষয়ের টিউটরের কাছ থেকে সঠিক সমাধান বের করবেন।

৭. **বেতার, টেলিভিশন ও ইউটিউবে অনুষ্ঠান উপভোগ করুন (Enjoy Radio, TV, youtube Programme) ঃ** বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয় শিক্ষার্থীদের সকালে বেতার ও টেলিভিশনের মাধ্যমে পাঠ্যসূচীর বিভিন্ন বিষয়ের উপর প্রতিদিন অনুষ্ঠান প্রচার করে। ইউটিউবে নিজের সুবিধামত সময়ে অনুষ্ঠান দেখতে পারে। এতে শিক্ষার্থীরা ঘরে বসে পাঠ্য বিষয়ের উপর স্পষ্ট ধারণা নিতে পারে। কিছু জটিল বিষয় বুঝতে সহজ হয়।

৮. **দলীয় আলোচনায় অংশ নিন (Join Group Discussion) ঃ** শিক্ষার্থীরা সহপাঠীদের সাথে ইংরেজী পাঠ্য বিষয়ের বিভিন্ন ধরনের সমস্যা নিয়ে আলোচনা করবেন। এতে শিক্ষার্থীরা পারস্পরিক উপলব্ধিবোধ বিনিময়ের মাধ্যমে ইংরেজি টেক্সট বইয়ের বিবিধ জটিলতা নিরসনে সক্ষম হবেন।

৯. **চিঠি পত্র লিখুন (Write letters) ঃ** বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়ের ওপেন স্কুলের ইংরেজি বিষয়ের কোর্স-কোঅর্ডিনেটর এর কাছে ইংরেজি পাঠ্য বই সম্পর্কিত কোন জটিলতা বা বিশেষ সমস্যার সম্মুখীন হলে তা চিঠির মাধ্যমে জানিয়ে দিন।

১০. **নমুনা প্রশ্ন দেখে অনুশীলন করুন (Find Sample Questions and practise) ঃ** শিক্ষার্থীদের চূড়ান্ত পরীক্ষার জন্য ইংরেজি টেক্সট বইয়ের শেষে নমুনা প্রশ্ন দেয়া আছে। নমুনা প্রশ্ন দেখে আপনারা বিভিন্ন পাঠের অনুশীলন করতে পারেন।

আশা করি, উপরে উল্লিখিত বিবিধ উপদেশ ও পরামর্শ আপনাদের যথেষ্ট সাহায্য করবে। এই পদ্ধতিগুলো ব্যবহারের মাধ্যমে শিক্ষণীয় বিষয় আয়ত্ত করতে এবং বাস্তব জীবনে ইংরেজি ভাষা ব্যবহার করতে সক্ষম হবেন। এগুলো অনুসরণ করলে আমরা নিশ্চিত যে আপনি আপনার সাফল্য এবং উজ্জ্বল ভবিষ্যত প্রতিষ্ঠা করতে পারবেন।

ধন্যবাদসহ,

রিদিতা তাসমিন ও মাসুদ তালুকদার
কোর্স কো-অর্ডিনেটর

Contents

Marks distribuation

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Unit 1
Article

Objectives

After the completion of this unit, you would be able to–

- explain definite articles and their uses.
- explain indefinite articles and their uses.
- express exceptional rules and usage of no articles.

Overview:
Lesson 1: *Indefinite Article*
Lesson 2: *Definite Article*
Lesson 3: *No Article and Exceptions*

Answer Key

Lesson 1 : Indefinite Article

‘A’ and ‘an’ are indefinite articles as they generalize the noun rather than specifying it. Nouns which are uncountable do not take indefinite articles. **Only countable nouns take indefinite articles**.

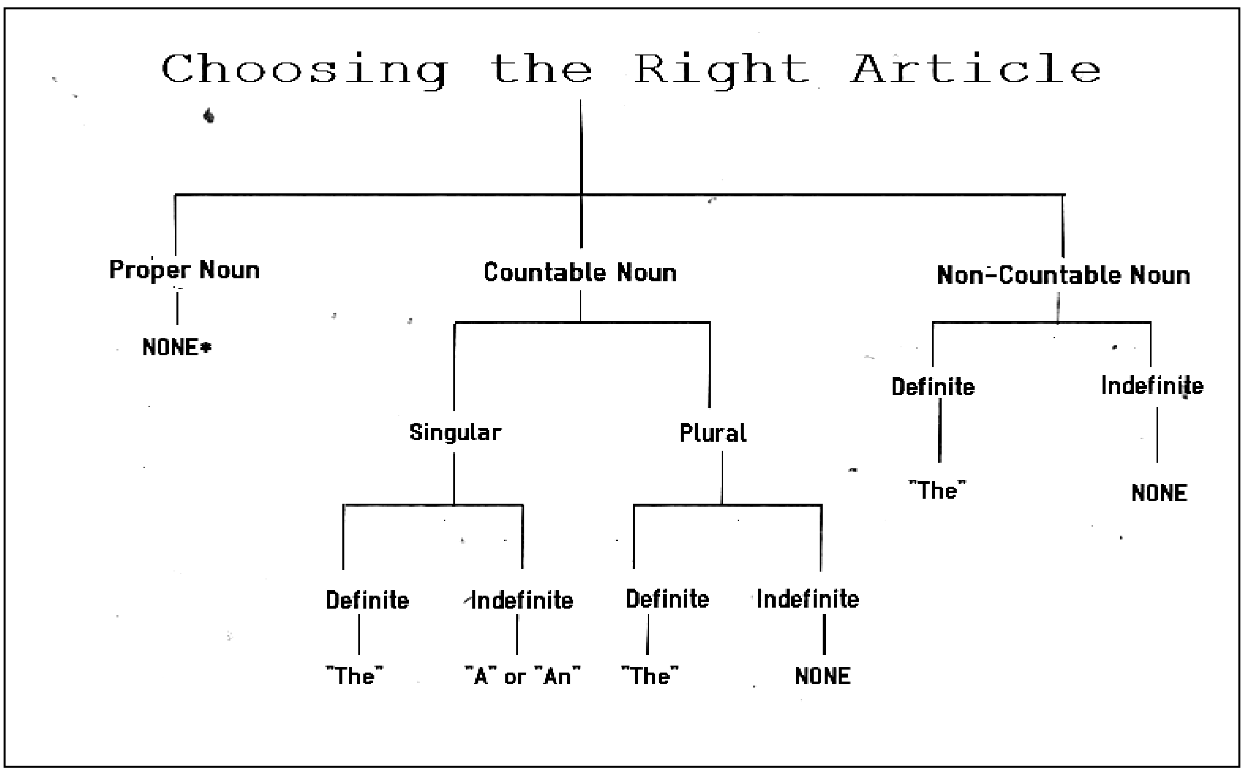
‘An’ is used before vowel sounds. ‘A’ is used before consonant sounds.

- **The following nouns are uncountable:**

Accommodation	Behaviour	Damage	Luck	Permission	Traffic
Advice	bread	Furniture	Luggage	Progress	Weather
Baggage	Chaos	Information	News	Scenery	Work

- **Compare these countable and uncountable nouns:**

Countable	**Uncountable**
I’m looking for ***a job***.	I’m looking ***for work***. (not a work)
What ***a beautiful view***!	What ***beautiful scenery***!
It’s ***a nice day*** today.	It’s ***nice weather*** today.
We had ***a lot of bags*** and cases.	We had ***lot of baggage/luggage***.
These chairs are mine.	***This furniture*** is mine.
That’s ***a good suggestion***.	That’s ***good advice***.



- **When two nouns are together like the following, sometimes we write them as one word and sometimes as two separate words.**

For example:

a headache, a toothpaste, a weekend, a car park, a road sign

- **Note the difference between:**

A sugar bowl (perhaps empty) and a bowl of sugar (= a bowl with sugar in it)

A shopping bag (perhaps empty) and a bag of shopping (= a bag full of shopping)

- **When we use noun + noun, the first noun is like an adjective. It is normally singular, but the meaning is often plural.**

For example:

a bookshop is a shop where you can buy books, an apple tree that has apples.

In the same way we say:

A three–hour journey (=a journey that takes three hours)

A ten–pound note (not pounds)

A four–week course (not weeks)

Two 14–year-old girls (not years)

A six-page letter (not pages)

Position of the indefinite article

i) a/an is an article. So it belongs to the class of determiners. As a determiner, its position is before the adjective.

Example:

A good book

An intelligent girl

ii) a/an is placed after predetermines like many/much/rather/quite/what:

1. What a man he is! (not, a what man)

2. Many a man was injured. (not, a many man)

3. He gave such a talk that everybody fell asleep. (not, a such talk)

4. *She is quite a beauty. (not, a quite beauty)*

iii) a/an is placed after adjectives. They are personified by as/so/too/how/quite:

5. How fine ***a place*** *it is!*

6. *It is too absurd* ***as an answer****.*

Usage on the basis of sound

The choice between a/an is determined by the initial sound of the word following it. If the word begins with a consonant sound, use ‘a’; if the word begins with a vowel sound, use ‘an’.

i) a + consonant sound

‘a’ is used before a word beginning with a consonant sound.

Example:

A book, a cat, a dog, a fan, a university, a European

Note:

a) Words beginning with ‘u/eu’ have an initial ‘y’ sound, so they take ‘a’.

For example:

a unit, a utensil, a union, a utopia, a eunuch, a ewe, a eulogy, a euphemism

b) ‘o’ pronounced like ‘w’ is a consonant sound and takes ‘a’.

For example:

a one-eyed man, a one-rupee note, a one–act play

ii) an + vowel sound

‘an’ is used before a word beginning with a vowel sound.

For example:

An apple, an egg, an inkpot, an hour, an honour, an heir

iii) Words beginning with a mute ‘h’ take ‘an’, not ‘a’:

For example:

Heir, honest, honour, hour, honorary, honorarium

1. *He is an honest man.*
2. *We had an hour’s rest.*
3. *It is an honour to me.*
4. *This is an honorary post.*

Note:

a + hotel, historical, habitual, humble

1. *That is a hotel.*
2. *This is a historical novel.*
3. *He is a habitual drunkard.*
4. *This is a humble beginning.*

iv) an + acronyms/abbreviations

an is used before acronyms/abbreviations beginning with f, h, l, m, n, r, s, x because each of these consonants has an initial vowel sound e/a:

f (ef), h (eich), l (el), m (em), n (en), r (aar), s (es), x (eks)

For example:

1. *He is an FBI agent.*
2. *This is an HMT watch.*
3. *He is an LLB.*
4. *He is an MP.*
5. *He is an NCC officer.*
6. *He has sent SOS.*
7. *This in an X-ray telescope.*

Note:

a) MS is an abbreviation for manuscript. The abbreviated form is usually pronounced manuscript, not 'em-es', so it takes a.

For example:

This is an MS (em-es) of my new book.

This is a MS (manuscript) of my new book. Not an.

b) Xmas is an abbreviation for Christmas but it is usually pronounced as 'Christmas', not 'Ex-mas', so it takes a. it pronounced ex-mas', the article should be an:

For example:

a Xmas (Christmas) card. (not, an)

This is an Xmas (Ex-mas) card.

v) a/an + adverb/adjective + noun

The choice of a/an does not always depend on the initial sound of what follows it immediately. It can be an adjective or adverb placed before the noun:

For example:

An honest man, an extremely difficult problem, a great artist, a very arousing story

vi) an + number

'an' is used before a number beginning with a vowel sound.

For example:

This is an 18-player team.

He is an 80-year old man.

But:

This is a 5-year old child.

Usage on the basis of structure

i) a/an + singular countable

a/an is used before a singular countable noun that is mentioned for the first time and does not refer to a particular person or a thing:

1. *What's this? This is a bus.*
2. *What's that? That is an orange. (the is not possible here)*

Note:

a) A singular indefinite countable noun cannot be used without 'a/an'.

We don't say:

This is pen. That is elephant.

b) uncountable without 'a/an'

An uncountable singular noun does not take 'a/an':

This is water/sugar. (not, a water/sugar)

This is ink/oil (not, an ink/oil)

ii) a/an + noun (as a class)

'a/an' is used before a singular countable noun when it represents a class, when one means all/every.

For example:

A triangle has got three sides. (all triangles)

A horse is animal. (all horses)

iii) a/an + noun (profession etc)

'a/an' is used before a singular noun denoting profession, occupation, post, rank, caste, community, religion, nationality or political loyalty.

For example:

1. *He is a teacher.*
2. *She is a Christian*
3. *He is a German.*
4. *She is a socialist.*

iv) a/an + noun (degree/title)

'a/an' is used before a noun denoting a degree/title.

For example:

He is a graduate.
She is an M.Sc. (not, She is B.A. or He is Ph.D.)

v) a/an + noun (rate)

'a/an' is used before a noun expressing the rate.

For example:

Fish sells at fifty taka a kilo.

She can type forty words a minute.

Bananas sell at ten taka a dozen.

He goes home once a week.

vi) a/an + verb-noun (verb used as a noun), a/an is used before a verb used as a noun:

1. *He has gone for a walk.*
2. *Have a look at this book.*
3. *He gave a talk on grammar.*
4. *I have a bath at 9 o' clock.*
5. *This razor gives me a good shave.*

We don't say:

She is going for swim/ride now.

He took her out for drive.

vii) An uncountable noun takes 'a/an' when it is treated as a countable noun, that is used in a particular sense.

For example:

It is a cold day. (Countable)

It is cold in the winters. (Uncountable)

Drink a glass of milk at night. (Countable)

The milk is warm. (Uncountable)

Note:
Notice how a/an + uncountable becomes countable in these cases:

to have a weakness for	*to have a pain*
to have a fancy for	*to have a taste for*
hunger for	*to take pride in*
to have a good time	*to have a fascination for*
to have a dream of	*to have a thirst for*
to have a knowledge of	*to have a bad time*
to have a headache	*to have a chance*
to make a noise	*to run a temperature*
to be in a hurry	*to light a fire*
to be in a rage	*to be in a temper*

Note: The use of 'a' is optional in catch cold/catch a cold.

viii) a/an + abstract noun

'a/an' is used before an abstract noun to denote a 'kind of quality'.

For example:

He has received a good education.

The applicant has a working knowledge of English.

ix) a/an + a person's name

'a/an' is used before Mr/Ms/Mrs/Miss + surname to indicate that his/her identity is not known to the speaker.

For example:

A Mr Smith wants to see you.

A Mrs Menezes gave me his letter.

Note:

a) The use of one instead of 'a/an' is dated.

b) 'a/an' is used before the name of a person or country or province or state to mean 'one like'.

For example:

We have to build a new Bangladesh.

He thinks he a Maradona.

x) a/an and one

When 'a/an' means 'one' they can be interchanged.

For example:

I bought a pen/one pen.

He bought an egg/one egg.

She has got a car/one car.

In this sense one is more emphatic than a/an.

Note:

a) 'a/an' does not always means 'one', and is therefore not replaceable by one in the following:

A bird has got wings. (not, one bird)

He is an engineer. (not, one engineer)

She has got a headache. (not, one headache)

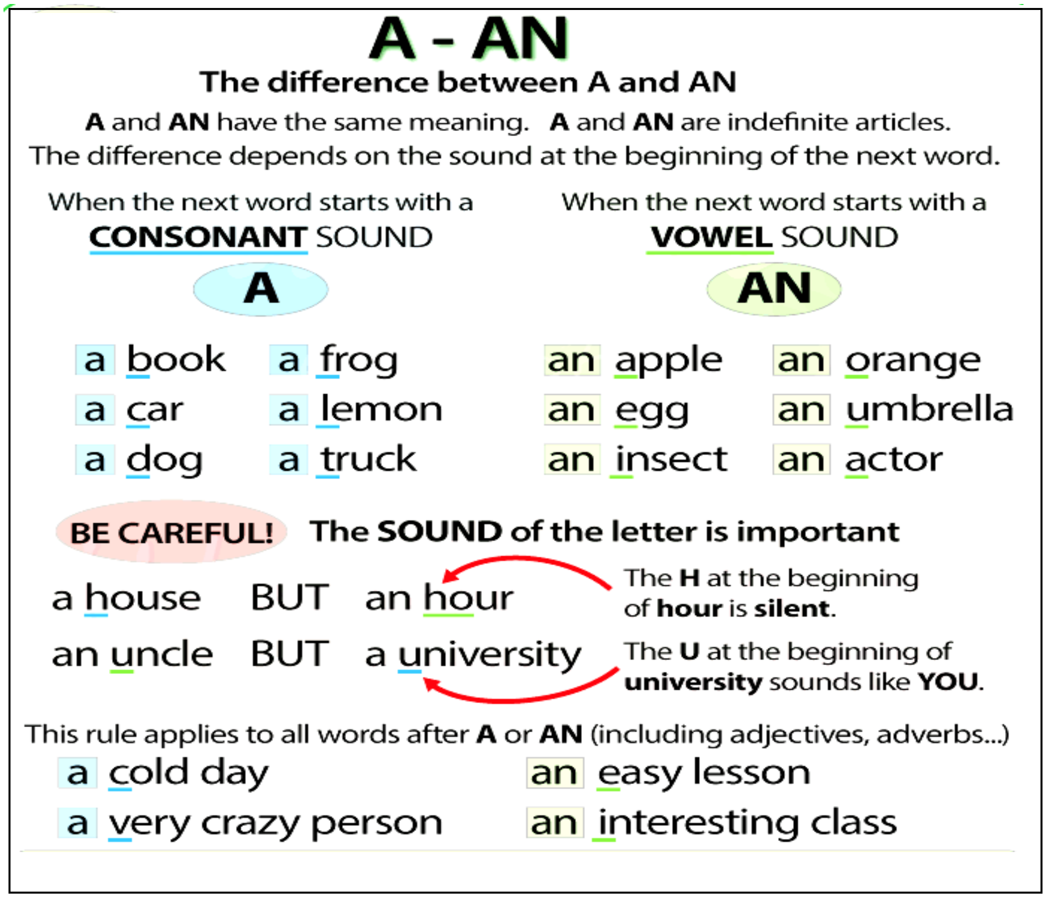
b) with hundred/thousand etc. one is preferred to a/an because one is more precise of the two. therefore, in banking and legal documents a/an is not used in place of one.

For example:

I gave him a watch for one thousand taka. (not, a thousand taka)

But we say:

About a hundred houses were damaged.



Exercise

Fill the gaps with appropriate indefinite articles:

1. She doesn't own ____ car.
2. He is ___ actor.
3. He is ___ excellent teacher.
4. She has ___ euro.
5. I only have ___ hour for lunch.
6. Rahim wants ___ bicycle.
7. We finally found ___ apartment.
8. Samir works for ___ Egyptian company.
9. Can I pay with ___ ATM card?
10. What ___ shame!

Answer Key

1. a 2. an 3. an 4. a 5. an 6. a 7. an 8. an 9. an 10. a

Lesson 2 : Definite Article

'The' is a definite article. It refers to something and somebody particularly.

Usage

i) Referring Back:

'The' is used before a definite noun. When a noun is mentioned again, that is, when it refers back to a noun mentioned already, it takes 'the'.

Example:

This is an old palace. People believe that ***the*** *palace was built 500 years ago.*

ii) Representing Class:

'The', like a/an, is used before a singular countable noun mentioned for the first time when it represents a class, that is, when 'the' means 'all/every'.

For example:

The *camel is the ship of the desert.*

The *lion is a wild animal.*

Note:

Man/mankind meaning 'all men/women' does not take a/an/the:

For example:

Man is mortal. (not a/the man)

Mankind is searching for meaning.

iii) 'the' is used before adjectives or participles to represent a class of people:

the rich, the poor, the dead, the dying, the injured/wounded

For example:

The rich are no necessarily happy

The blind deserve our sympathy.

iv) 'the' is used before an adjective to denote a quality:

For example:

the white/yellow of an egg

the evil, the good, the beautiful

v) 'The' used before a noun considered unique or extraordinary, that is, a noun treated as equivalent to a superlative adjective. In this construction 'the' means 'the best, the only, or precisely', so it has a heightening effect on the noun it modifies:

For example:

She is the bride for him.

This is the place for our picnic.

He is the authority on the subject.

vi) 'The' is used before a noun whose identity is common knowledge or can be easily inferred. In this construction 'the' denotes a person's title, rank, or profession etc:

For example:

The President	*The Prime Minister*
The Principal	*the King/Queen*
The Prophet	*the bench/bar*
The Postman	*the press/media*

vii) 'The' is used before a singular common noun (place/person) that can be easily inferred from the situation:

For example:

*the police station, the post office***,** *the station, the radio*

1. *Would you close the gate, please?*
2. *She is listening to the radio.*
3. *He will be on the air tonight.*
4. *Turn on/off the tap, please.*

Note:

a) radio always takes 'the':

She is listening to the radio.

What's on the radio now?

b) 'The' use of the before television is optional:

What's on the television now?

What's on television now?

But the is not used in the expression 'watch TV':

They are watching TV. (not, the TV)

viii) 'The' is used before common nouns denoting musical instruments:

For example:

She is playing the violin/piano/sitar.

He is playing the drum/tabla.

He is accompanied on the violin by an Englishman. (not, She is playing harmonium.)

ix) 'The' is used before a noun denoting a unit of measure to mean 'every':

For example:

We buy petrol by the gallon/litre.
They are paid wages by the hour/week.

x) 'The' is used before both countable and uncountable nouns (singular or plural) that are made definite by:

a) preposition/preposition phrase
the boy with long hair
the woman in black
the milk in the bottle
the boys/girls/teachers of this school

b) a relative clause
the book/pen/milk/sugar/she bought yesterday
the water/tea/coffee he drinks every day
the birds/animals that live in a forest

xi) 'The' is used before a noun placed by the side of a noun clause (that-clause).

For example:

1. *The fact that Columbus discovered America is known to all.*

xii) 'The' is used before a singular countable noun to denote an attribute/a quality.

For example:

The monkey in man still survives.
The dancer in her is dead.

xiii) 'The' is used before adjectives in the superlative degree:

the best book, the most beautiful, one of the wisest men, one of the most useful animals

Note: ***'the' is used in the construction like best/like most:***
Which do you like best/most? (not, the best/the most)

N.B: 'the' is not used before most/least when it is used in the sense of 'very'.
For example: *It is a most interesting story.*

xiv) 'The' is used before adjectives in the comparative degree (of the two):

For example:

She is the taller of the two girls.
He is the wiser of the two boys.

Note: *the ... the*

While expressing parallel increase/decrease 'the' is used twice:

The older you grow the wiser you become.

The more you have the more you want.

xv) 'The' is used before ordinal numbers and 'only':

For example:

the first prize, the only hope, the only son, the second son

xvi) 'The' is used before few/little + relative clause:

For example:

I have read the few books I have.

She has spent the little money she had.

xvii) 'The' is used before the names of ranges of mountains and hills:

For example:

the Himalayas

the Alps

the Khasi hills

the Vindhyas

the Rocky Mountains

Note: 'the' is not used before the following peaks or mountains:

Everest, Kailas, Kanchenjunga, Mont Blanc, Olympus, Snowdon, Mount Abu, Parasnath

Example:

The highest mountain in Alps is Mount Blanc.

We use mount (=mountain) and lake in the same way (without the):

Mount Everest (not the) Mount Etna, Lake Superior, Lake Constance

They live near the lake.

They live near Lake Constance. (not the Lake Constance)

xviii) 'The' is used before names of groups of islands:

the Andamans

the West Indies

the Hebrides

the Maldives

the Bahamas

the Canaries

Note: 'the' is not used before individual islands:

Crete, Malta, Bermuda, Ireland, Sicily, Sri Lanka

xix) 'The' is used before names of gulfs, canals, seas, and oceans:

the Atlantic (ocean)
the Pacific (ocean)
the Indian (ocean)
the Mediterranean Sea
the Red Sea
the Persian Gulf
the Gulf of Mexico
the Panama Canal
the Suez Canal

xx) 'The' is used before names of rivers/channels:

the Padma	*the Thames*
the Brahmaputra	*the Avon*
the Danube	*the Euphrates*
the Ganga	*the Amazon*
the Rhine	*the English Channel*
the Tyne	*the Mississippi*
the Nile	*the Bangla Channel*

xxi) 'The' is used before the name of these republics/kingdom/countries/states:

the Netherlands	*the Sudan*
the Congo	*the Czech Republic*
the UK	*the USA*
the Philippines	*the GDR*
the Netherlands	

Compare:

Have you been to Canada or the United States?

xxii) 'The' is used before the names of holy/great books:

the Quran	*the Bible*
the Mahabharat	*the lliad*

xxiii) 'The' is used before names of newspaper:

the Daily Star	*the Daily Observer*
the Times	*the Guardian*
the Statesman	*the Economist*
the Washington Post	*the Dawn*

Note:

a) The is not used after noun +'s:

I haven't yet read today's Statesman. (not, the today's Statesman)

b) Names of magazines/periodicals are now usually used without 'the':

Punch, Outlook, Time Sunday, Today, Vogue

xxv) 'The' is used before specifying any of the cardinal directions:

the east/west the north/south

xxv) 'The' is used before names of inventions:

the telephone the microscope

the wheel the steam engine

Who invented the telephone? (not, telephone)

xxvi) 'The' is used before a common noun considered unique:

the sun/moon the sky/earth

the world/universe the sea/air

xxvii) 'The' is used before these nouns:

cathedral, cinema, pictures, theatre, office, station, museum, zoo

Example:

I am going to the pictures.

She is going to the cinema/theatre.

They are going to the zoo.

He is in the office now.

(not, She is going to station/museum.)

xxviii) 'The' is used before the parts of one's body and articles of clothing:

The stone hit him on the shoulder.

The trouser you bought fits you well.

I held him by the tie/collar.

More Uses

a) **the sky, the sea, the ground, the country, the environment:**

We looked up at all the stars in the sky. (Not in sky)

Would you like to live country? (= not in a town)

We must do more to protect the environment. (=the natural world around us)

But we say space (without the) when we mean 'space in the universe' .

Compare:

There are millions of stars in space. (not in the space)

I tried to park my car, but the space was too small.

b) We use 'the' before 'same' (the same):

Your pullover is the same colour as mine. (not 'is same colour')

"Are these keys the same?" "No, they're different."

c) (go to) the cinema, the theatre:

I go to cinema a lot, but I haven't been to the theatre for ages.

When we say the cinema / the theatre, we do not necessarily mean a specific cinema or theatre.

d) We usually say the radio, but television (without the):

Compare:

I listen to the radio a lot.

(But)

I watch television a lot.

We heard the news on the radio.

(But)

We watched the news on television.

N.B: The television means the television set:

Can you turn off the television, please?

e) The + adjective

We use the + adjective (without a noun) to talk about groups of people, especially.

The young	*The rich*	*The sick*	*The blind*	*The injured*
The old	*The poor*	*The disabled*	*The deaf*	*The dead*
The elderly	*The homeless*	*The unemployed*		

f) The + nationality

You can use the + nationality adjectives that end in '–ch' or '–sh'

(the French / the English / the Spanish etc.) the meaning is 'the people of that country':

The French are famous for their food. (= the people of French)

The French / the English etc. are plural in meaning. We do not say

Note:

'a French / an English':

You have to say a Frenchman / an Englishman etc

g) We use 'the' with plural names of people and places:

the Taylors (the Taylor family), the Johnsons

h) Building with 'the':

Hotels /restaurants

the Sheraton Hotel, the Holiday Inn

Theatres/ cinemas

the Palace Theatre, the Odeon (cinema)

Museums/galleries

the Guggenheim Museum, the Hayward Gallery

Other building

the Empire State (Building), the white house, the Eiffel Tower

Note:

We often leave out noun:

The Sheraton (Hotel)   the Palace (Theatre)   the Guggenheim (museum)

Some names are only 'the + noun', for example:

The Acropolis, the Kremlin, the Pentagon

i) Name with 'of' usually have 'the':

For example:

The Bank of England   The Museum of Modern Art

The Great Wall of China   The Tower of London.

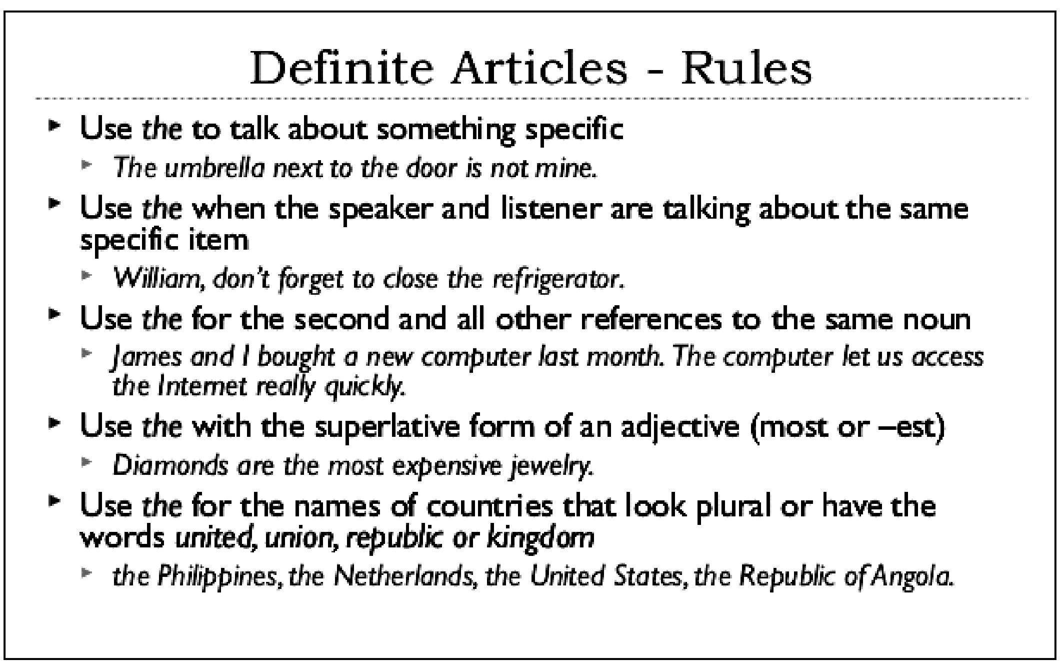
Note:

We say:

The University of Cambridge but Cambridge University (without the)

j) Many organization have names with 'the':

the European Union, the BBC (= British Broadcasting Corporation), the Red Cross



Exercise

Fill in the gaps with the definate articles:

1. We went on a walk in ___ forest yesterday.
2. Where is ___ bathroom?
3. My father enjoyed ___ book you gave him.
4. ___ writer who wrote this book is famous.
5. ___ sun rose at 5:17 this morning.
6. ___ President will be speaking on TV tonight.
7. You are ___ tallest person in our class.
8. ___ French enjoy cheese.
9. This is a painting from ___ 1820's.
10. They are travelling in ___ Arctic.

Answer Key

1. the
2. the
3. the
4. The
5. The
6. The
7. the
8. The
9. the
10. the

Lesson 3 : No Article & Exceptions

• **Proper nouns**

No Article is used before proper nouns. So no article is used before ---

i) names of people
ii) names of continents/countries
iii) names of states/cities/towns
iv) names of days/months/festivals
v) names of subjects of study

For example:

We live in Dhaka / Bangladesh.

We are learning English.

He is a student of law/science.

Note:

a) family relations

These are normally treated like proper nouns, so no article is used before father, daddy, dad, mother, mum, mummy, uncle, aunt.

Example: *Father/Daddy is at home. (not the father/daddy)*

b) names of seasons

Though names of seasons can be used with or without 'the', it is more common to drop the article.

Example: *Spring is in the air.*

- **Uncountable nouns**

  No article is used before uncountable nouns (material and abstract nouns).

  Example:

  He sells milk.

  She lacks confidence.

- **Names of games/sports**

No article is used before the names of games/sports:

Example:

We play cricket/tennis/football. (not, a cricket)

- **Public institutions**

No article is used before public institution like these: *church, court, hospital, market, temple, prison, school, college, university*

Example:

We go to church on Sundays. (not the church)

My child does not like to go to school. (not the school)

Old people must go to hospital for regular check-ups. (not the hospital)

Note:

But a noun like this takes 'the' when it refers to its building:

Example:

I went to the mosque to admire its architecture.

Compare:

- *The north (of Bangladesh)*

But

Northern Bangladesh (without 'the')

The north-east (of Spain)

But

South-eastern Spain

Sweden is in northern Europe; Spain is in the south.

- **We do not use 'the' with names of most city streets/roads/squares/parks etc.:**

Wall Street (not the…)	*Fifth Avenue*	*Hyde Park*
Queens Road	*Broadway*	*Times Square*

- **Names of important public buildings and institutions (for example, airports, stations, Universities) are often two words:**

Manchester Airport	*Harvard University*	
Victoria station (not the …)	*Canterbury Cathedral*	*Edinburgh Castle*
Buckingham Palace	*Cambridge University*	*Sydney Harbour*

Note:

Buckingham Palace (not the…)

But

the Royal palace

(‘Royal’ is an adjective – it is not a name like ‘Buckingham’.)

- **We do not use ‘the’ names of people (‘Helen’, ‘Helen Taylor’ etc.). In the same way, we do not normally use ‘the’ with names of places:**

  For example:

  Continents

  Africa, Europe, South America

  Countries

  France, Japan, Switzerland, Texas

  Islands

  Bermuda, Tasmania

  Cities

  Cairo, New York, Bangkok

  Mountains

  Everest, Etna, Kilimanjaro

- **Compare:**

Ken’s brother is in prison for robbery. (Note: He is a prisoner. We are not thinking of a specific prison.)	*Ken went to the prison to visit this brother.* (He went as a visitor, not as a prisoner.)
Joe had an accident last week. He was taken to hospital now. (as a patient)	*Jane has gone to the hospital to visit joe. She’s at the hospital now.* (as a visitor)
When I leave school, I want to go to university/college.	*Excuse me, where is the university, please?* (=the university buildings)
Sally’s father goes to church every Sunday. (to a religious service)	*Some workmen went to the church to repair the roof.* (not for a religious service)

With most other places, you need ‘the’.

For example:

the cinema, the bank.

- **Compare:**

In general (without the)	***Specific people or things (with the)***
Children learn from playing. (=children in general)	*We took the children to the zoo.* (=a specific group, perhaps the speaker's children)
I couldn't live without music.	*The film wasn't very good, but I liked the music.* (=the music in the film)
All cars have wheels.	*All the cars in this car park belong to people who work here.*
Sugar isn't very good for you.	*Can you pass the sugar, please?* (=the sugar on the table)
English people drink a lot of tea. (=English people in general)	*The English people I know drink a lot of tea.* (=only the English people I know, not English people in general.)
I like working with people. (=people in general)	*I like the people I work with.* (=a specific group of people)
Do you like coffee? (=coffee in general)	*Did you like the coffee we had after dinner last night?* (=specific coffee)

- **Compare 'a' and 'the':**

a) *I' d like to have a piano.*
   But
   I can't play the piano.

b) *We saw a giraffe at the zoo.*
   But
   The giraffe is my favourite animal.

Note:

We use man (= human beings in general/the human race) without 'the':

What do you know about the origins of man? (not the man)

c) *It was a four-week course.*

But

The course lasted four weeks.

- **Plural indefinite nouns**

No article is used before plural nouns that are indefinite:

Bees gather honey.

Dogs bark at night.

I love birds and animals.

Note:

The is used before a plural noun only when it is made definite by a preposition or a relative clause:

Example:

The apples that are on the tree are ripe.

The soldiers of this battalion are well-trained.

But

Apples are costly. (not, the apples)

- **Nouns as object complements**

No article is used before a noun acting as a complement to the direct object:

Example:

They crowned him king. (not, a king)

The article is omitted when the object complement (king) indicates a unique status of the direct object (him).

They appointed him professor. (not a professor)

We elected him chairman. (not a chairman)

(**N.B:** 'complement' is a word or phrase added to a verb to complete the predicate in a sentence.)

- **Names of meals/articles of food**

No article is used before names of meals/articles of food:

Example:

I have breakfast at 8' clock. (Not, a breakfast)

I usually have lunch at 2 p.m. (not, a lunch)

I had just finished dinner when the call came.

There is brinjal on the menu today. (not, the brinjal)

Note:

When the name of a meal or article of food is modified by an adjective phrase or relative clause, an article must be used to make it specific.

Example:

I had a good breakfast this morning.

There is a dinner tonight in honour of the new director.

The bread/fish you are eating is not fresh.

Repetition of articles

When two or more nouns joined by and refer to the same person or thing, an article is used before the first noun only:

He is a great poet and thinker. (not, a thinker)

The District Magistrate and Collector is on tour (not, the Collector).

But when they refer to different/separate people or things, an article is used before each of them:

Both the boy and the girl have done well in their examinations.

The Prime Minister and the Education Minister are reaching tomorrow.

Note:

When two or more adjectives modify the same noun, an article is used before the first adjective only.

I have a red and blue pencil.

(only one pencil that is partly red and partly blue)

But when adjectives modify different nouns, an article is used before each of them:

I have a red and a blue pencil.

(two pencils-one is red and the other blue)

Exercise

Fill the gaps with appropriate articles:

1. ___ Mexican food is spicy
2. I have read ___ Romeo and Juliet.
3. I don't eat ___ cheese.
4. Thanks for ___ help you gave me yesterday.
5. Where's ___ pencil I lent you yesterday?
6. Can I borrow ___ red pencil, please?

7. I don't like ___ small, noisy children.
8. I don't eat ___ German cheese.
9. He goes to ___ school.
10. I live in ___ Dhaka.

Answer Key

1. No article
2. No article
3. No article
4. the
5. the
6. a
7. No article
8. No article
9. No article
10. No article

Unit 2
Preposition

Objectives

After the completion of this unit, you would be able to–

- use prepositions in sentences and expressions

Overview

Lesson 1: *Prepositions for Time and Place.*

Lesson 2: *Prepositions for Direction, Agent, and Instrument.*

Lesson 3: *Prepositional Phrase*

Answer Key

Lesson 1 : Prepositions for Time and Place

Time

We use:

'At' for the time of day

At five o'clock	at 11.45	at midnight	at lunchtime at sunset

'On' for days and dates

On Friday/on Fridays	on 16 May 1999	on Eid day	on my birthday

'In' for longer periods (for example: month/year/seasons)

In October	in 1998	in the 18^{th} century	in the past
In (the) winter	in the 1990s	in the middle Ages	in (the) future

We use 'at' with these expressions:

At night	*I don't like going out at night.*
At the weekend/ at weekends	*Will you be here at the weekend?*
At Christmas	*Do you give each other presents at Christmas?*
At the moment / at present	*Mr. Benn is busy at the moment/at present.*
At the same time	*Emily and I arrived at the same time.*

We say:

In the morning (s)	***but***	on Friday morning (s)
In the afternoon (s)	***but***	on Sunday afternoon (s)
In the evening (s)	***but***	one Monday evening (s)
I'll see you in the morning.	***but***	I'll see you on Friday morning.
Do you work in the evenings?	***but***	Do you work on Sunday evenings?

We do not use at/on/in before 'last/this/every':

I'll see you next Friday. (not on next Friday)

They got married last March.

In a few minutes / in six months etc.:

The rain will be leaving in a few minutes. (= a few minutes from now)

She'll be here in a moment. (=a moment from now)

On time = punctual, not late. If something happens on time, it happens at the time which was planned:

The 11:45 train left on time. (=it left at 11:45)

"I'll meet you at 7.30." "Ok, but please be on time." (= don't be late, be there at 7:30)

The conference was well-organized. Everything began and finished on time.

In the time (for something / to do something) = soon enough:

Will you be home in time for dinner? (=soon enough for dinner)

I've sent Roy a birthday present. I hope it arrives in time. (=on or before her birthday)

I'm in a hurry. I want to go home in time to see the game on television. (=I got home too late to see the game on television.)

You can say just in time. (=almost too late):

We got to the station just in time for our train.

A child ran into the road in front of the car. I manage to stop just in time.

At the end (of something) = at the time when something ends

For example:

At the end of the month	at the end of January	at the end of the game
At the end the film	at the end of the course	at the end of the concert

I'm going away at the end of January /at the end of the month.

At the end of the concert, there was great applause.

The players shook hands at the end of the game.

In the end = finally

We use in the end when we say what the final result of a situation was.

He got more and more angry. In the end he just walked out the room.

Alan couldn't decide where to go for his holidays. He didn't go anywhere in the end.

(not at the end)

The opposite of in the end is usually at first:

At first we didn't get on very well, but in the end we became good friends.

Prepositions of Time

at ...	on ...	in ...
at 10 o'clock	on Monday	in 2013 (years)
at noon	on Friday evening	in the morning
at night	on the 20th of May / on May 20	in the afternoon
at midnight	on vacation	in the evening
at the end of the day	on time	in two hours
at the weekend (British)	on the weekend (American)	in summer (seasons)
at Easter (Christian holidays)	on Eid-ul-Fitr (Muslim holidays)	in June (months)

Place

In

In a room *in a garden* *in a pool*
In a building *in a town/country* *in the sea*
In a box *in the city center* *in a river*

There's no-one in the room / in the building / in the garden.
What have you got in your hand / in your mouth?
When we were in Italy, we spent a few days in Venice.
I have a friend who lives swimming in the pool / in the sea / in the river.

At

at the bus stop *at the door* *at the window* *at the roundabout* *at reception*

Do you know that man standing at the door / at the window?
Turn left at the traffic light / at the church / at roundabout.
We have to get off the bus at the next stop.
When you leave the hotel, please leave your key at reception. (= at the reception)

On

I sat on the floor / on the ground / on the grass / on the beach / on a chair.
There's a dirty mark on the wall / on the ceiling / on your nose / on your shirt.
Have you seen the notice on the notice board / on the door?
You'll find details of TV programmes on page seven of the newspaper.
The hotel is on a small island in the middle of the lake.

- **Compare in and at:**

There were a lot of people ***in the shop***. It was very crowded.
Go alone this road, then turn left ***at the shop***.
I'll meet you ***in the hotel*** lobby.
I'll meet you ***at the entrance to the hotel***.

- **Compare in and on:**

There is some water ***in the bottle***.
There is a label ***on the bottle***.

- **Compare at and on:**

There is somebody ***at the door***. Shall I go and see who it is?
There is a notice ***on the door***. It says 'Do not Disturb'.

- **We say that somebody/something is:**

(In)

in a line / in a row / in a queue
in bed
in the sky / in the world
in the country / in the countryside
in an office / in a department
in a photograph / in a picture
in a book / in a (news) paper / in a magazine / in a letter

(On)

On the left / on the right / on the left-hand side / right-hand side
On the ground floor / on the first floor / on the second floor
On a map / on a menu / on a list
On a farm

We say that a place is on a river / on a road / on the coast:

Budapest is on the (river) Danube.

Portsmouth is on the south coast of England.

At Vs On

At

We stopped at a small village on the way to Dhaka.

At the top (of) at the bottom (of) at the end (of)

Write your name at the top of the page.

Jan's house is at the other end of the street.

In the front / at the back of the house.

Let's sit at front (of the cinema).

We were at the back, so we couldn't see very well.

On

On the front / on the back of a letter / piece of paper etc.

I wrote the date on the back of the photograph

In the corner or on the corner of a street

There is a post box at / on the corner of the street.

In Vs At

In hospital / at home etc.

We say that somebody is---

in hospital / in prison / in jail.

Ann's mother is in hospital.

We say that somebody is---

at home / at work / at school / at university / at college:

I'll be at work until 5:30, but I'll be at home all evening.

Julia is studying chemistry at university.

- **Compare at sea and in the sea:**

It was a long voyage. We were at sea for 30 days.

I love swimming in the sea.

At

- **We usually say at when we say where an event takes place a (for example: a concert, a film, a party, a meeting):**

We went to a concert at Basundhara Convention Hall.

The meeting took place at the company's head office in Dhaka.

We say at the station. I can get taxi.

- **We stay at somebody's house.**

I was at Sue's house last night.

Or

I was at Sue's last night.

at the doctor's

at the hairdresser's

- **We use 'in' when we are thinking about the building itself.**

Compare:

We had dinner at the hotel. All the rooms in the hotel have air conditioning. (not the hotel)

I was at Salam's (house) last night.

It's always cold in Salam's house. The heating doesn't work very well. (not at Sue's house)

On

We usually say *on bus/ on a train / on a plane / on a ship*

but

in a car / in a taxi

Example:

The bus was very full. There were too many people on it.

Mary arrived in a taxi.

We say---

on a bike (=bicycle) / on a motorbike / on a horse:

Jane passed me on her bike.

- **We say go / come / travel to a place or event**

For example:

go to Chittagong	*go to bed*	*come to my house*
go back to Italy	*go to the bank*	*be taken to hospital*
return to London	*go to concert*	*be sent to prison*

Welcome (somebody) to (a place) *drive to the airport*

- **Been to**

We say---

'been to Italy four times, but I've never been to Rome.

Amanda has never been to a football match in her life.

- **Get and arrive**

We say get to (a place):

What did they get to London / to work / to the party?

But we say arrive in … or arriver at …. (not arrive to). We say arrive in a town or country:

They arrived at Dhaka / in Bangladesh a week ago.

For other places (building etc) or events, we say arrive at:

When did they arrive at the hotel / at the airport / at the party?

- **Home**

We say: go home / come home / get home / arrive home / on the way home etc. (no preposition).

We do not say 'to home':

I'm tired. Let's go home now. (not go to home)

I met Nisa on my way home. (not my way to home)

- **Into**

Go into, get into … etc. = enter (a room / a building / a car etc.)

I opened the door, went into the room and star down.

A bird flew into the kitchen through the window.

With some verbs (especially go/get/put) we often use in (instead of into):

She got in the car and drove away. (or She got into the car…)

I read the letter and put it back in envelope.

The opposite of into is 'out of':

She got out of the car and went into a shop.

We usually say 'got on/off a bus / a train / a plane' (not usually get into / out of):

She got on the bus and I never saw her again.

Exercise

Fill the gaps with appropriate prepositions:

1. My last train leaves ___10:30.
2. Are you going home ___ Eid?
3. I was born ___ 1999.
4. He’s leaving ___ the morning.
5. I’ll see you ___ Friday.
6. The interview is ___ 29th April.
7. Turn right ___ the traffic lights.
8. They live ___ 70, Indira road.
9. There was a beautiful painting ___ the wall.
10. Do you like living ___ Dhaka?

Answer Key

1. at
2. at
3. in
4. in
5. on
6. on
7. at
8. at
9. on
10. in

Lesson 2 : Prepositions for Direction, Agent, and Instrument

Expressions with 'in':

In the rain / in the sun (=sunshine) / in the shade / in the dark / in the bad weather etc.
We sat in the shade.
It was too hot to sit in the sun.
Don't go out in the rain. Wait until it stops.

(write) in ink / in biro / in pencil
When you do the exam, you're not allowed to write in pencil.

Also (write) in words / in figures / in BLOCK CAPITALS etc.
Please write your name in block capitals.
Write the story in your own words. (= Don't copy somebody else)

(be/fall) in love (with somebody)
Have you ever been in love with anybody?

In (my) opinion
In my opinion, the film wasn't very good.

At

At the age of …etc.
We say 'at the age of 16 / at 120 miles an hour / at 100 degrees etc.
We say 'at the age of 16.
Or
… at the age of 16.
The train was traveling at 120 miles an hour.
Water boils at 100 degrees Celsius.

On

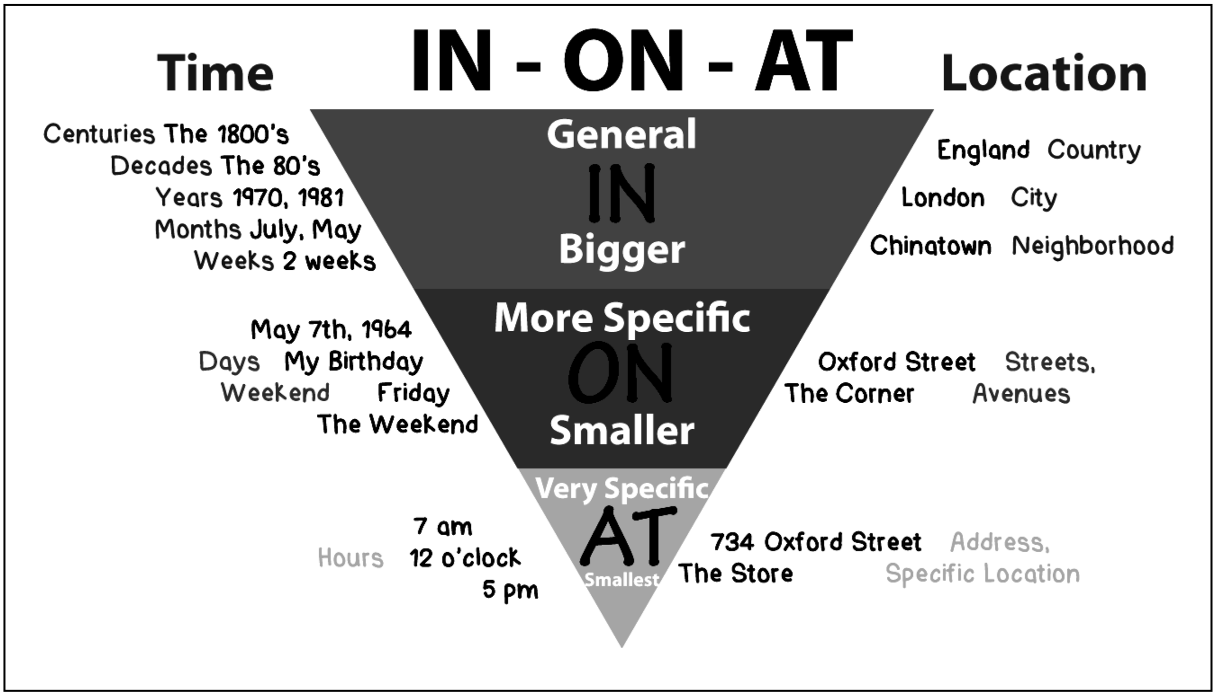
On Holiday/ on a tour etc.
We say:
(be/go) on holiday/ business / on a trip / on a tour / on a cruise etc.
I'm going on holiday next week.

Emma's away on business at the moment

One day I'd like to go on a world tour.

You can also say 'go on a place for a holiday / for my holiday (s)':

Steve has gone to France for a holiday.



Other expressions with 'on'

On television / on the radio:

I didn't watch the news on television, but I heard it on the radio.

On the phone/telephone:

I've never met her, but I've spoken to her on the phone a few times.

(be/go) on strike:

There are no trains today. The drivers are on strike.

(be/go) on a diet:

I've put on a lot of weight. I'll have to go on a diet.

(be) on fire:

Look! that car is on fire.

On the whole (= in general):

Sometimes I have problems at work, but on the whole I enjoy my job.

On purpose (intentionally):

I'm sorry. I didn't mean to annoy you. I didn't do it on purpose.

By

We use 'by' in many excretions to say how we do something. For example, you can:

Send something by post contact somebody by phone / by email / by fax

Do something by hand pay by cheque / by credit card

Can I pay by credit card?

You can contact me by phone, by fax or by email.

But we say

…pay cash or pay in cash (not by cash)

We also say by mistake / by accident / by chance.

We Hadn't arranged to meet. We met by chance.

But we say

…do something on (= you mean to do it):

I didn't do it on purpose. It was an accident.

Note:

We say by chance, by cheque etc. (not by the chance / by a cheque). In these expressions we use by + noun without 'the' or 'a'.

In the same way we use by… to say how somebody travels:

By car / by train / by plane / by boat / by ship / by bus / by bike etc.

By road / by rail / by air / by sea / by underground

Joanne usually goes to work by bus.

O you prefer to travel by air or by train?

But we say on foot:

Did you come here by car or on foot?

*Y*ou cannot use 'by' if you say my car / the train / a taxi etc. We use by + noun without a/the/my' etc.

We say:

By car but in my car (not by my car)

By train but on the train (not by the train)

For cars and taxis:

They didn't come in their car. They came in a taxi.

We use on for bicycles and public transport (buses, trains etc.):
We travelled on the 6:45 train.

We say the something is done by somebody/something' (passive):
Have you ever been bitten by a dog?
The programme was watched by millions of people.

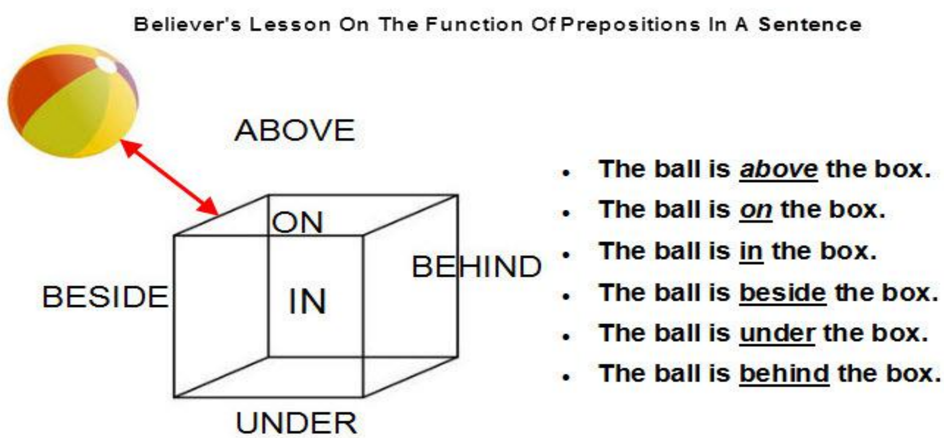
- **Compare by and with:**

The door must have been opened with a key. (not by a key)
(=somebody used a key to open it)
The door must have been opened by somebody with a key.

We say play by Shakespeare / a painting by Zainul / a novel by Tolstoy etc:
Have you read anything by Ernest Hemingway?

By also means 'beside':
Come and sit by me. (=beside me)
Where's the light switch? "By the door."

Note the following use of by:
Carl and mike had a race over 200 metres. Carl won by about three metres.



Exercise

Fill the gaps with appropriate prepositions:
1. Imran went ___ the library.
2. Raju jumped ___ the river.
3. He ran away when he felt that someone was coming ___ him.

4. Macbeth is written ___ Shakespeare.

5. The tub is filled ___ water.

6. Shimu opened the lock ___ key.

7. She comes ___ bus daily.

8. You can’t play football ___ a ball.

9. He walked ___ the town.

10. The child threw his plate ___ the floor.

Answer Key

1. to
2. into
3. toward
4. by
5. with
6. with
7. by
8. without
9. through
10. onto

Lesson 3 : Prepositional Phrase

Noun + for

A cheque for (a sum of money)
They sent me a cheque for 150.

Demand / a need for
The company closed down because there wasn't enough demand for its product.
There's no excuse for behavior like that. There's no need for it.

A reason for
The train was late, but nobody knew the reason for the delay. (not reason of)

Noun + of
An advantage / a disadvantage of
The advantage of living alone is that you can do what you like.
But there is an advantage in (or to) doing something
There are many advantages in living alone. (or… to living alone)

A case of ……
The cause of the explosion in unknown.
A photograph / a picture / a map / a plan / a drawing (etc.) of …
Rachel showed me some photographs of her family.
I had a map of the town, so I was able to find my way around.

Noun + in an increase / a decrease / a rise / a fall in (prices etc.)
There has been an increase in the number of road accidents recently.
Last year was a bad one for the company. There was a big fall in sales.

Noun + to
Damage to:
The accident was my fault, so I had to pay for the damage to the other car.

An invitation to … (a party / a wedding etc.)

A solution to (a problem) / a key to (a door) / an answer to (a question) a reply to a letter) / a reaction to….

I hope we'll find a solution to the problem. (not a solution of the problem)

I was surprised at her reaction to my suggestion.

An attitude to (or towards…)

His attitude to his job is very negative. Or His attitude towards his job…

Noun + with …/ between…

A relationship / a connection / contact with….

Do you have a good relationship with your parents?

The police want to question a man in connection with the robbery.

But relationship / a connection / contact / a difference between two things or people

The Police believe that there is no connection between the two crimes.

There are some differences between British and American English.

It was nice of you to

Nice / kind / good / generous / polite / stupid / silly etc. of somebody (to do something)

Thank you. It was very kind of you to help me.

It is stupid of me to go out without a coat in such cold weather.

But (be) nice / kind / good / generous / polite / rude / friendly / cruel etc. to somebody

The have always been very nice to me. (not with me)

Why were you so unfriendly to Ahmad?

Adjective + about / with

Angry / annoyed / furious about something

With somebody for doing something

It's stupid to get angry about things that don't matter.

Are you annoyed with me for being late?

Excited / worried / upset / nervous / happy etc. about a situation

Are you excited about going away next week?

Nisa is upset about not being invited to the party.

Delighted / pleased / satisfied / happy / disappointed with something you receive, or the result of something.

I was delighted with the present you gave me.

Were you happy with your exam results?

Adjective + at / by / with

Surprised / shocked / amazed / astonished at / by something

Everybody was surprised at (or at) the news.

I hope you weren't shocked by (or by) what I said.

Impressed with/ by somebody / somebody

I'm very impressed with (or by) her English. It's very good.

Fed up / bored with something

I don't enjoy my job any more. I'm fed up with it. / I'm bored with it.

Sorry about / for

Sorry about a situation or something that happened

I'm sorry about the mess. I'll clear it up latter.

We're all sorry about Julie losing her job.

Sorry for / about something you did

Alex is very sorry for what he said. (or sorry about what he said)

I'm sorry for shouting at you yesterday. (or sorry about shouting)

You can also say I'm sorry I (did something):

I'm sorry I shouted at you yesterday.

Feel / be sorry for somebody who is in a bad situation

I feel sorry for matt. He's had a lot of bad luck. (not I feel sorry about Maqbul)

Afraid / frightened / terrified / scared of

Are you afraid of spiders? Yes, I'm terrified of them.

Fond / proud / ashamed / tolerate of

Why didn't trust me. He was suspicious of my intentions.

Adjective + of

Aware / conscious of

Did you know he was married? No I wasn't aware of that.

Capable / incapable of

I'm sure you are capable of passing the examination.

Full / short of

The letter I wrote was full of mistakes. (not full with)

I'm a bit short of money. Can you lend me some?

Typical of

He's late again. It's typical of him to keep everybody waiting.

Tired / sick of

Come on, let's go! I'm tired of waiting. (=I've had enough of waiting.)

Certain / sure of or about….

I think she's arriving this evening, but I'm not sure of that or … sure about that

Adjective + at / to form / in / on with for

Good / bad / brilliant / better / hopeless etc. at

I'm not very good at repainring things. (not good in repairing things)

Married / engaged to

Linda is married to an American. (not married with)

But Linda is married with three children. (=she is married and has three children)

Similar to

Your writing is similar to mine.

different from or different to

The film was different from what I'd expected. (or different to what I'd expected.)

interested in

Are you interested in art?

keen on

We stayed at home because Chris wasn't very keen on going out.

dependent on ... (but independent of ...)

I don't want to be dependent on anybody.

crowded with (people etc.)
The streets were crowded with tourists. (but full of tourists)

famous for....
The Italian city of Florence is famous for its art treasures.

responsible for
Who was responsible for all that noise last night?

verb + to
talk / speak to somebody (with is also possible but less usual)

listen to
We spent the evening listening to music. (not listening music)

write (letter) To
I wrote to the hotel complaining about the poor service we had received.

apologies to somebody (for...)
They apologised to me for what happened. (not They apologised me)

explain something to somebody
Can you explain this word to me? (not explain me this word)

explain / describe (to somebody) what/how/why…
I explained to them why I was worried. (not I explained them)
Let them describe to you what I saw. (not Let me describe you)

We do not use to with these verbs:
phone/ telephone / call somebody
Did you phone your father yesterday? (not phone to your father)

answer somebody/something
He refused to answer my question. (not answer to my question)

ask somebody
Can I ask you a question? (not ask to you)
thank somebody (for something)

He thanked me for helping him. (not he thanked to me)

verb + at

look / stare / glance at have a look / take a look at
Why are you looking at me like that?

laugh at

I look stupid with this haircut. Everybody will laugh at me.

aim / point (something) at ..., at shoot / fire (a gun) at

Don't point that knife at me. It's dangerous.
We saw someone with a gun shooting at birds, but he didn't hit any.

Some verbs can be followed by at or to, with a difference of meaning.
For example:

Shout at somebody (when you are angry)
He got very angry and started shouting at me.
Shout to somebody (so that they can hear you)
He shouted to me from the other side of the street.
Throw something at somebody/something (in order to hit them)
Somebody threw an egg at the singer.
Throw something to somebody (for somebody to catch)
Nisa shouted ' Catch!' and threw the keys to me form the window.

Verb + about

talk / read / know about ..., tell somebody about
We talked about a lot of things at the meeting
have a discussion about something, but discuss something (no preposition)
We had a discussion about what we should do.
We discussed a lot of things at the meeting. (not discussed about)
do something about something = do something to improve a bad situation
If you are worried about the problem, you should do something about it.

Care about, care for and take care of

care about somebody/something = think that somebody / something is important
He's very selfish. He doesn't care about other people.

We say---

care what/where/how... etc. (without about)

You can do what you like. I don't care what you do.

Care for somebody/something

like something (usually in questions and negative sentences)

Would you care for a cup of coffee? (=Would you like...?)

I don't care for very hot weather. (=I don't like...)

Exercise

Fill the gaps with appropriate prepositions:

1. She is listening ___ music.
2. Rina looked ___ the blackboard.
3. We believe ___ God.
4. They were waiting ___ the teacher.
5. Do you agree ___ me?
6. Do you agree ___ my proposal?
7. Someone is knocking ___ the door.
8. You should not rely ___ her.
9. The balloon drifted ___ the stairs.
10. According ___ the weather forecast, it will rain today.

Answer Key

1. to
2. at
3. in
4. for
5. with
6. to
7. at
8. on
9. up
10. to

Unit 3
Phrase

Objectives

After the completion of this unit, you would be able to–

- explain the kinds of phrases and their uses.
- use common phrases.

Overview:

Lesson 1: *Noun and Verb Phrase*
Lesson 2: *Adjective and Adverbial Phrase*
Lesson 3: *Prepositional Phrase*
Lesson 4: *Gerund, Participles and Infinitive Phrase*
Lesson 5: *Common Phrasal Expressions*

Answer Key

Lesson 1 : Noun and Verb Phrase

The Noun Phrase

A noun phrase includes a noun—a person, place, or thing—and the modifiers which distinguish it.

Example:

You can find the noun 'dog' in a sentence, but you don't know which dog the writer means until you consider the entire noun phrase:

that dog, Aunt Audrey's dog, the dog on the sofa, the neighbor's dog that chases our cat, the dog digging in the new flower bed.

Note:

Modifiers can come before or after the noun. Ones that come before might include articles, possessive nouns, possessive pronouns, adjectives, and/or participles.

With articles:

a dog, the dog

Possessive nouns:

Aunt Audrey's dog, the neighbor's dog, the police officer's dog

Possessive pronouns:

our dog, her dog, their dog

With adjectives:

that dog, the big dog, the spotted dog

With participles:

the drooling dog, the barking dog, the well trained dog

Note:

Modifiers that come after the noun might include prepositional phrases, adjective clauses, participle phrases, and/or infinitives.

With prepositional phrases:

a dog on the loose, the dog in the front seat, the dog behind the fence

With adjective clauses:

the dog that chases cats, the dog that looks lost, the dog that won the championship

With participle phrases:

the dog whining for a treat, the dog clipped at the grooming salon, the dog walked daily

With infinitives:

the dog to catch, the dog to train, the dog to adopt

Note:

Less frequently, a noun phrase will have a pronoun as its base—a word like we, everybody, etc.—and the modifiers which distinguish it.

Examples:

We who were green with envy

We = subject pronoun; who were green with envy = modifier.

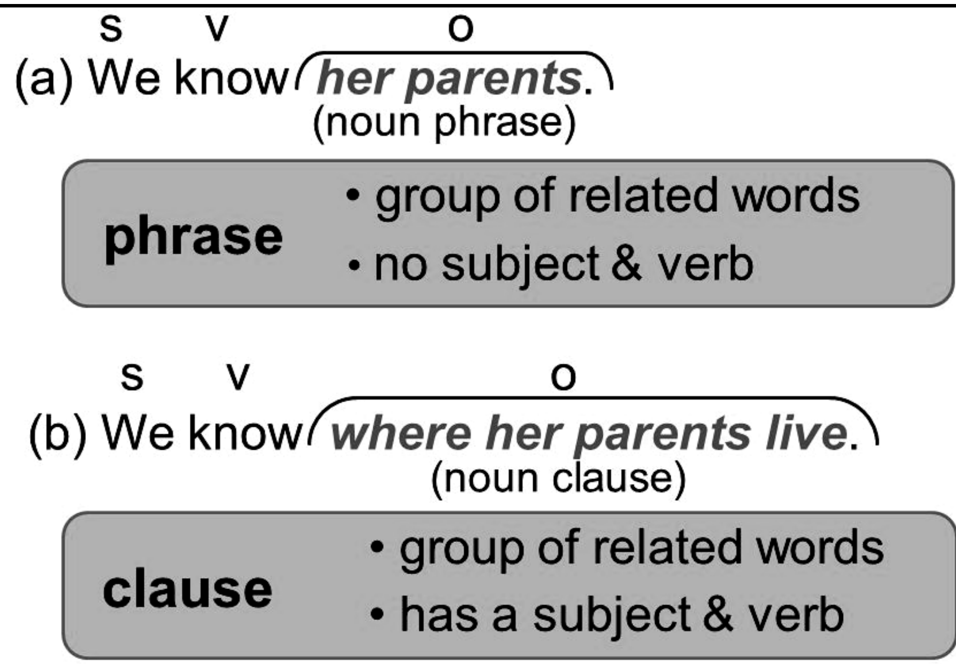
Someone intelligent

Someone = indefinite pronoun; intelligent = modifier.

No one important

No one = indefinite pronoun; important = modifier.

Noun Clauses



The Verb Phrase

Every sentence must have a verb. To depict doable activities, writers use action verbs. To describe conditions, writers choose linking verbs.

Example:

a) Offering her license and registration, Selina sobbed in the driver's seat.

b) Officer Carson was unmoved.

A main or base verb indicates the type of action or condition, and auxiliary—or helping—verbs convey the other nuances that writers want to express.

Examples:

The tires screeched as Selena mashed the accelerator.

Selina is always disobeying the speed limit.

Selina should have been driving with more care, for then she would not have gotten her third ticket this year.

Note:

In the first sentence, *screeched and mashed*, single-word verbs, describe the quick actions of both the tires and Selina.

Since Selina has an inclination to speed, is disobeying [a two-word verb] communicates the frequency of her law breaking. The auxiliary verbs that comprise should have been driving [a four-word verb] and would have gotten [a three-word verb] express not only time relationships but also evaluation of Selina's actions.

Realize that an adverb is not part of the verb phrase.

Since a verb phrase might use up to four words, a short adverb—such as also, never, or not—might try to sneak in between the parts. When you find an adverb snuggled in a verb phrase, it is still an adverb, not part of the verb.

Examples:

For her birthday, Selina would also like a radar detector.

Would like = verb; also = adverb.

To avoid another speeding ticket, Selina will never again take her eyes off the road to fiddle with the radio.

Will take = verb; never, again = adverbs.

Despite the stern warning from Officer Carson, Selena has not lightened her foot on the accelerator.

Has lightened = verb; not = adverb.

Sentence	Verb Phrase
Have you been sitting in my chair?	have been sitting
Do you know Goldilocks?	do know
No. I don't know her.	do know

Exercise A

Identify the noun phrases:

1. Swimming in the river is dangerous.
2. I paid the taxi fare.
3. We should take care of our health.
4. My grandfather is a man of letters.
5. The guests are sitting in the drawing room.

.

Exercise B

Identify the verb phrases:

1. You should go there.
2. Ruma has done it.
3. Lily will go to college next year.
4. Akash is writing a letter.
5. It has been raining

Answer Key

A

1. Swimming in the river
2. the taxi fare
3. our health
4. a man of letters
5. the drawing room

B

1. should go
2. has done
3. will go
4. is writing
5. has been raining

Lesson 2 : Adjective and Adverbial Phrase

Adjective Phrases

An adjective phrase is a group of words that does the work of an adjective.

Examples:

The mayor was a wealthy man.

The mayor was a man of great wealth.

In sentence 1, the adjective 'wealthy' says what sort of man the mayor was.

In sentence 2, the group of words 'of great wealth' also says the same thing. It qualifies the noun man as an adjective does. It therefore does the work of an adjective and is called an adjective phrase.

More Examples:

The magistrate was a kind man. (Here the adjective kind modifies the noun man.)

The magistrate was a man with a kind heart. (Here the adjective phrase 'with a kind heart' modifies the noun man.)

*They lived in a **stone** house.*

*They lived in a house **built of stone**.*

*The workers belonged to a **hill** tribe.*

*The workers belonged to a tribe **dwelling in the hills**.*

*A **golden** necklace – a necklace **made of gold***

*A **white** coat – a coat **of white color***

*A **jungle** track – a track **through the jungle***

*A **deserted** city – a city **with no inhabitants***

*The **Bangladeshi** flag – the flag **of Bangladesh***

*A **wooden** hut – a hut **built of wood***

*A **blank** page – a page **with no writing on it***

Adverb Phrases

An adverb phrase is a group of words that serves the same purpose as an adverb. Like an adverb, an adverb phrase can also modify an adjective or another adverb.

Examples:

He spoke politely. (Here the adverb politely says something about the manner in which he spoke.)

He spoke in a polite manner. (Here the adverb phrase 'in a polite manner' also says how he spoke.)

Note:

Thus, we have seen that an adverb phrase modifies a verb just like an adverb does.

More Examples:

It is available now.

It is available at the moment.

In the pair of sentences given above, the adverb phrase ‘at the moment’ modifies the verb just like the adverb now does.

Bravely (adverb) – in a brave manner (adverb phrase)

Beautifully – in a beautiful manner / way / style

Formerly – in former times / once upon a time

Recently – just now or at a recent date

Soon – before very long

Here – on this spot

Everywhere – in all places

Now – at the moment

Note:

Clinton ran quickly.

Clinton ran with great speed.

In the first sentence, the adverb ‘quickly’ gives another detail about the verb ‘ran’.

In the second sentence, the same meaning has been conveyed by using ‘a group of words’ --- ‘with great speed’.

In this same manner, the meaning of an adverb can be conveyed by using different a group of words.

That group of words is called ADVERB-PHRASE.

In the following sentences, the first sentence and the second sentence in a pair convey the same meaning but using adverb in the first sentence and adverb-phrase in the second sentence.

*He answered **rudely**.*

*He answered **in a rude manner**.*

*He does his work **carelessly**.*

*He does his work **without care**.*

*No such diseases were known **then**.*

*No such diseases were known **in those days**.*

*The mango fell **here**.*

*The mango fell **on this spot**.*

*This product is available **everywhere**.*

*This product is available **in all places**.*

*You can find the pencil **there**.*

*You can find the pencil **in that place**.*

*He has gone **abroad**.*

*He has gone to a **foreign nation**.*

*We constructed this house **only recently**.*

*We constructed this house **only few months back**.*

Exercise A

Identify the adjective phrases:

1. Mr. Kamal is man of noble principles.
2. The woman walking in the field is my grandfather.
3. The crops damaged by flood were ours.
4. Jamil is weak in Math.
5. I am eager to learn English.

Exercise B

Identify the adverbial phrases:

1. Shishir comes to our house now and then.
2. Every morning my father reads the Daily Observer.
3. The car is made in Japan.
4. Once upon a time there was a king named Midas.
5. Tareq ran to catch the train.

Answer Key

A

1. of noble principles
2. walking in the field
3. damaged by flood
4. weak in Math
5. eager to learn English

B

1. now and then
2. Every morning
3. in Japan
4. Once upon a time

5. to catch the train.

Lesson 3 : Prepositional Phrase

Prepositional Phrase

At the minimum, a prepositional phrase will begin with a preposition and end with a noun, pronoun, gerund, or clause, the "object" of the preposition.

The object of the preposition will often have one or more modifiers to describe it. These are the patterns for a prepositional phrase:

Preposition + Noun, Pronoun, Gerund, or Clause

Preposition + Modifier(s) + Noun, Pronoun, Gerund, or Clause

Examples:

At home

At = preposition; home = noun.

In time

In = preposition; time = noun.

From Richie

From = preposition; Richie = noun.

With me

With = preposition; me = pronoun.

By singing

By = preposition; singing = gerund.

About what we need

About = preposition; what we need = noun clause.

Most prepositional phrases are longer, like these:

From my grandmother

From = preposition; my = modifier; grandmother = noun.

Under the warm blanket

Under = preposition; the, warm = modifiers; blanket = noun.

In the weedy, overgrown garden

In = preposition; the, weedy, overgrown = modifiers; garden = noun.

Along the busy, six-lane highway

Along = preposition; the, busy, six-lane = modifiers; highway = noun.

Without excessively worrying

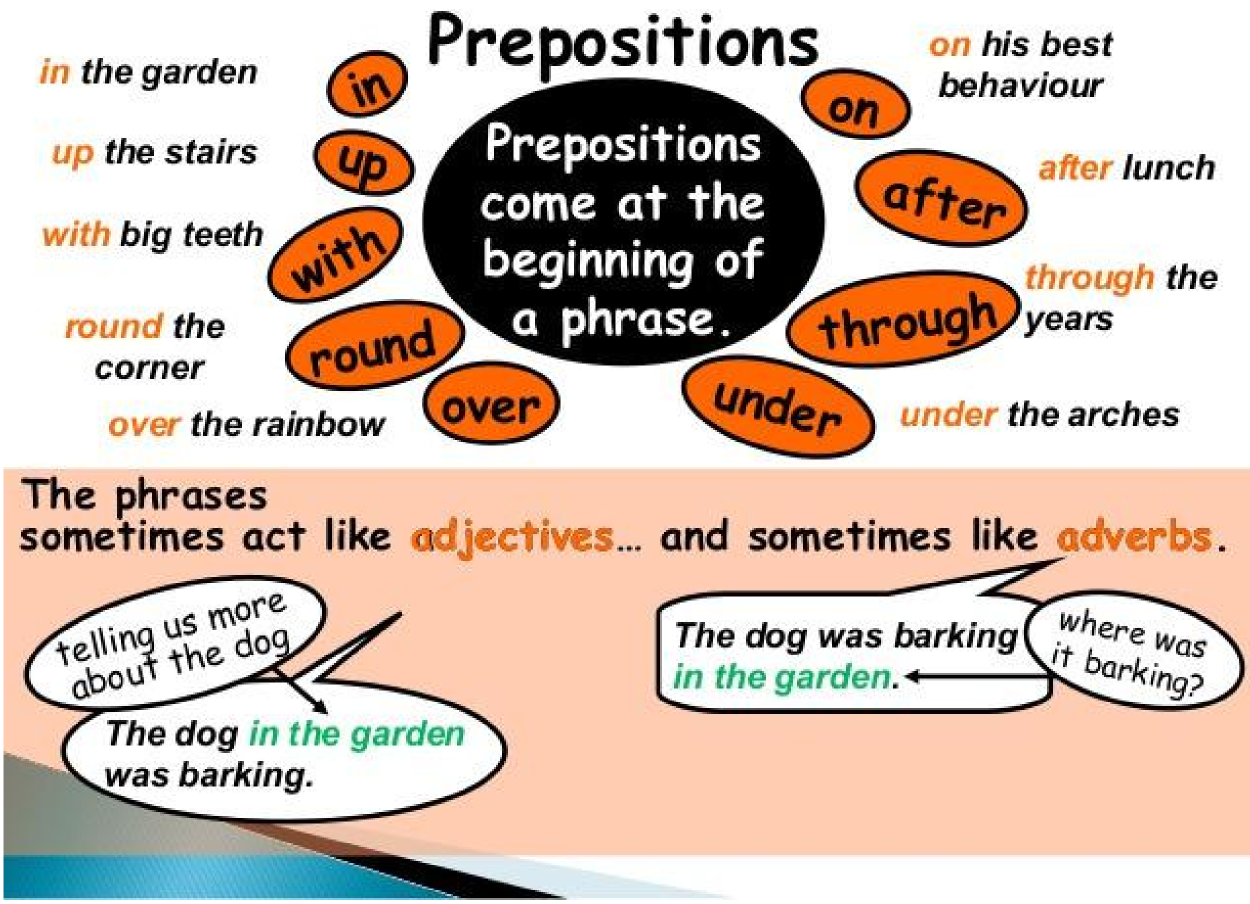
Without = preposition; excessively = modifier; worrying = gerund.

More Examples:

The book ***on the bathroom floor*** *is swollen* ***from shower steam****.*
Which book? The one ***on the bathroom floor****!*
The sweet potatoes ***in the vegetable bin*** *are green with mold.*
Which sweet potatoes? The ones forgotten ***in the vegetable bin****!*

Note:

As an adverb, a prepositional phrase will answer questions such as How? When? or Where?
Freddy is stiff ***from yesterday's long football practice****.*
How did Freddy get stiff? ***From yesterday's long football practice****!*



Exercise A

Identify the prepositional phrases:

1. Rina forgot in which drawer she put the key.
2. The poor live from hand to mouth.

3. Jamil is not fond of eating vegetables.
4. Go to the doctor without any delay.
5. Put the book on the table.

Exercise B

Identify the conjunctional phrases:

1. Do the work as quickly as you can.
2. Not only Rahim but also his sister went there.
3. No sooner had they reached the station than the train left.
4. As far as I can remember you were not present in the meeting.
5. As soon as I reached class, the bell rang.

Answer Key

A

1. in which drawer she put the key
2. from hand to mouth
3. of eating vegetables
4. without any delay
5. on the table

B

1. as quickly
2. Not only … but also
3. No sooner had … than
4. As far as
5. As soon as

Lesson 4 : Gerund, Participles and Infinitive Phrase

The Gerund Phrase

A gerund phrase will begin with a gerund, an ‘ing’ word, and will include other modifiers and/or objects. Gerund phrases always function as nouns, so they will be subjects, subject complements, or objects in the sentence.

Read these examples:

Eating ice cream on a windy day *can be a messy experience if you have long, untamed hair.*

Eating ice cream on a windy day = subject of the verb can be.

A more disastrous activity for long-haired people is ***blowing giant bubble gum bubbles*** *with the car windows down.*

Blowing giant bubble gum bubbles with the car windows down = subject complement of the verb is.

Wild food adventures require ***getting your hair cut to a short, safe length****.*

Getting your hair cut to a short, safe length = direct object of the verb require.

Note:

Don't mistake a gerund phrase for a present participle phrase. Gerund and present participle phrases are easy to confuse because they both begin with an ‘ing’ word. The difference is that a gerund phrase will always function as a noun while a present participle phrase describes another word in the sentence.

Check out these examples:

Jamming too much clothing into a washing machine *will result in disaster.*

Jamming too much clothing into a washing machine = gerund phrase, the subject of the verb will result.

Jamming too much clothing into the washing machine*, Aamir saved $1.25 but had to tolerate the curious stares of other laundry patrons as his machine bucked and rumbled with the heavy load.*

Jamming too much clothing into the washing machine = present participle phrase describing Aamir.

Babul hates ***buttering toast with a fork.***

Buttering toast with a fork = gerund phrase, the direct object of the verb hates.

Buttering toast with a fork*, Bernard vowed that he would finally wash the week's worth of dirty dishes piled in the sink.*

Buttering toast with a fork = present participle phrase describing Bernard.

My dog's most annoying habit is ***hogging the middle of the bed****.*

Hogging the middle of the bed = gerund phrase, the subject complement of the linking verb is.

Last night I had to sleep on the couch because I found my dog Tiger ***hogging the middle of the bed****.*

Hogging the middle of the bed = present participle phrase describing Tiger.

GERUND PHRASE

- **Begins with a gerund: *verb ending in "-ing"***
- **Followed by object and any modifiers**
- **Functions as a noun**
- **Examples**
  - .***Marching in unison*** **builds teamwork.**
    - ***marching*** **is the gerund**
    - ***in*** **is the modifier for the object** ***unison***
    - **Functions as a noun**
  - **The student enjoys** ***taking morning classes.***
    - ***taking*** **is the gerund**
    - ***morning*** **is the modifier for the object** ***classes***
    - **Functions as a noun**

The Participle Phrase

A participle phrase begins with a present or past participle. If the participle is present, it dependably ends in 'ing'. Likewise, a regular past participle ends in a consistent 'ed'.

Since all phrases require two or more words, a participle phrase often includes objects and/or modifiers that complete the thought.

Here are some examples:

Crunching caramel corn for the entire movie

Washed with soap and water

Stuck in the back of the closet behind the obsolete computer

Participle phrases always function as adjectives, adding description to the sentence.

Read these examples:

The horse ***trotting up to the fence*** *hopes that you have an apple or carrot.*

Trotting up to the fence modifies the noun horse.

The water ***drained slowly in the pipe*** *clogged with dog hair.*

Clogged with dog hair modifies the noun pipe.

Eaten by mosquitoes*, we wished that we had made hotel, not campsite, reservations.*

Eaten by mosquitoes modifies the pronoun 'we'.

Compare Gerund Phrase and Participle Phrase:

Walking on the beach*, Roy dodged jellyfish that had washed ashore.*

Walking on the beach = present participle phrase describing the noun 'Roy'.

Walking on the beach *is painful if jellyfish have washed ashore.*

Walking on the beach = gerund phrase, the subject of the verb is.

Waking to the buzz of the alarm clock*, Rahman cursed the arrival of another Monday.*

Waking to the buzz of the alarm clock = present participle phrase describing the noun Rahman.

Rahman hates ***waking to the buzz of the alarm clock****.*

Waking to the buzz of the alarm clock = gerund phrase, the direct object of the verb hates.

After a long day at school and work, John found her roommate Roy ***eating the last of the leftover pizza.***

Eating the last of the leftover pizza = present participle phrase describing the noun `Roy'.

Roy's rudest habit is ***eating the last of the leftover pizza****.*

Eating the last of the leftover pizza = gerund phrase, the subject complement of the linking verb is.

Note:

When a participle phrase introduces a main clause, separate the two sentence components with a comma. The pattern looks like this:

Participle Phrase + , (comma) + Main Clause.

Read this example:

Glazed with barbecue sauce*, the rack of ribs lay nestled next to a pile of sweet coleslaw.*

When a participle phrase concludes a main clause and is describing the word right in front of it, you need **no punctuation** to connect the two sentence parts. The pattern looks like this:

Main Clause + Ø (no punctuation) + Participle Phrase.

Check out this example:

Mariah risked ***petting the pit bull*** ***wagging its stub tail***

But when a participle phrase concludes a main clause and modifies a word farther up in the sentence, you will need a comma. The pattern looks like this:

Main Clause + , + Participle Phrase.

Check out this example:

Cooper enjoyed dinner at Audrey's house, **agreeing to a large slice of cherry pie** *even though he was full to the point of bursting.*

Note:

Participle phrases are the most common modifier to misplace or dangle. In clear, logical sentences, you will find modifiers right next to the words they describe.

Shouting with happiness*, William celebrated his chance to interview at SunTrust.*

Notice that the participle phrase sits right in front of William, the one doing the shouting. If too much distance separates a modifier and its target, the modifier is misplaced. For example: "***Draped neatly on a hanger****, William borrowed Grandpa's old suit to wear to the interview.*" This sentence is **not correct**. The suit, not William, is on the hanger! The modifier must come closer to the word it is meant to describe:

For the interview, William borrowed Grandpa's old suit, which was draped neatly on a hanger.

Straightening his tie and smoothing his hair*, the appointment time for the interview had finally arrived.* This is **not correct**. We assume William is about to interview, but where is he in the sentence? We need a target for the participle phrase straightening his tie and smoothing his hair:

Straightening his tie and smoothing his hair*, William was relieved that the appointment time for the interview had finally arrived.*

The Infinitive Phrase

An infinitive phrase begins with an infinitive [to + simple form of the verb]. It includes objects and/or modifiers.

Here are some examples:

To smash a spider

To kick the ball past the dazed goalie

To lick the grease from his shiny fingers despite the disapproving glances of his girlfriend Gloria

Infinitive phrases can function as nouns, adjectives, or adverbs.

Look at these examples:

To finish her shift without spilling another pizza into a customer's lap *is Roy's only goal tonight.*

'To finish her shift without spilling another pizza into a customer's lap' functions as a noun because it is the subject of the sentence.

Ria hopes ***to win the approval of her mother*** *by switching her major from fine arts to pre-med.*

'To win the approval of her mother' functions as a noun because it is the direct object for the verb 'hopes'.

The best way to survive Dr. Peterson's boring history lectures is a sharp pencil ***to stab in your thigh if you catch yourself drifting off.***

'To survive Dr. Peterson's boring history lectures' functions as an adjective because it modifies 'way'.

Kelvin, an aspiring comic book artist, is taking Anatomy and Physiology this semester ***to understand the interplay of muscle and bone in the human body****.*

'To understand the interplay of muscle and bone in the human body' functions as an adverb because it explains why Kelvin is taking the class.

Note:

When an infinitive phrase introduces a main clause, separate the two sentence components with a comma. The pattern looks like this:

Infinitive Phrase + , + Main Clause.

Read this example:

To avoid burning another bag of popcorn*, Rahman pressed his nose against the microwave door, sniffing suspiciously.*

When an infinitive phrase breaks the flow of a main clause, use a comma both before and after the interrupter. The pattern looks like this:

Start of Main Clause + , + Interrupter + , + End of Main Clause.

Here is an example:

*Those basketball shoes, **to be perfectly honest**, do not complement the suit you are planning to wear to the interview.*

When an infinitive phrase concludes a main clause, you need no punctuation to connect the two sentence parts. The pattern looks like this:

Main Clause + Ø + Infinitive Phrase.

Check out this example:

*Ria and her friends went to the mall **to flirt with the cute guys** who congregate at the food court.*

INFINITIVE PHRASE

- **Begins with an infinitive: *"to"* + *verb***
- **Followed by an object and any modifiers**
- **Functions as a <u>noun</u>, adjective or adverb**
- **Examples**
  - ***To exercise every day* is a good habit.**
    - ***to exercise* is the infinitive**
    - ***every* is the modifier for the object *day***
    - **Functions as a noun**
  - **I was relieved *to finish my project.***
    - ***to finish* is the infinitive**
    - ***my* is the modifier for the object *project***
    - **Functions as an adjective**

Exercise A

Identify the gerund phrases:

1. Eating ice cream on a hot day can be a good way to cool off.
2. Reading mystery novels is my favorite activity.
3. Esha's favorite subject is creative writing.
4. Rafat likes cycling through the open road.
5. Walking on the beach is one of my favorite things to do.

Exercise B

Identify the participle phrases:

1. The secretary is charming.
2. I saw the man going to the market.
3. The pen is lost.
4. We found the broken chain.
5. Having done the work, he went home.

Exercise C

Identify the infinitive phrases:

1. The family decided to leave the place.
2. To swim regularly is good for you.
3. Luna's decision to study medicine was appreciated.
4. I am happy to see you.
5. Jamil failed to do the sum.

Answer Key

A

1. Eating ice cream on a hot day
2. Reading mystery novels
3. creative writing
4. cycling through the open road
5. Walking on the beach

B

1. charming
2. going
3. lost
4. broken
5. Having done the work

C

1. to leave the place
2. To swim regularly
3. to study medicine
4. to see you
5. to do the sum

Lesson 5 : Common Phrasal Expressions

BLOW UP

1. To blow up something (or blow something up) means to fill it with air; for example, a balloon, or a car or bicycle tyre.

Example of use:

Can you blow these balloons up for the party, please?

2. Blow up also means to suddenly lose your temper (get very angry).

Example of use:

a) I broke her iPad and she blew up at me.

b) We were having a discussion about the accounts and he suddenly blew up and stormed out.

3. When something blows up (or when somebody blows something up) it explodes.

Examples of use:

a) The family were injured when their house blew up because of a gas leak.

b) Fortunately the plane was empty when the hijackers blew it up.

BREAK DOWN

1. If a vehicle or machine breaks down it stops working.

Examples of use:

a) Our car broke down on the way to the airport and we missed our flight.

b) My washing machine has broken down.

c) Sorry I'm late. The train broke down.

2. If you break down you are unable to control your feelings and you start to cry.

Examples of use:

a) She broke down when she heard the sad news.

b) He misses his mother very much, and he often breaks down when he talks about her.

3. To break down is also to become mentally or physically ill because of difficult or traumatic experiences.

breakdown (noun) – a physical or mental collapse.

Examples of use:

a) Not long after her husband died she broke down and had to take some time off work.

b) She had a nervous breakdown after her son was kidnapped.

c) He had a breakdown last year but he's much better now.

4. If a meeting, discussion or an agreement (including a relationship or marriage) breaks down it fails or stops working properly.

Examples of use:

a) The talks between the political parties have broken down.

b) Our marriage has broken down and we are getting a divorce.

CALL BACK

1. If you call back somebody (or call somebody back) you telephone someone who rang you earlier, or you telephone someone for a second time.

Examples of use:

a) Mr Evans telephoned while you were out: he wants you to call him back.

b) He forgot to book a double room, so he had to call the hotel back.

2. To call back is to return to a place to see somebody again.

Examples of use:

a) Mrs Bottone is in a meeting. Can you call back this afternoon, please?

CALL OFF

1. To call off something (or call something off) is to cancel a planned event, or an event that has already started.

Examples of use:

a) They are calling off the tennis match because of the rain.

b) They called off their wedding.

c) Mike is ill so we will have to call the party off.

d) News headline: Spain airport strike called off.

e) The police called off their search for the burglar after they found him hiding in a shed.

f) The Bahrain Grand Prix has been called off.

2. To call off somebody or something (or call somebody or something off) is to give a command to somebody or something (e.g. a dog) to leave someone alone, or to stop attacking someone.

Examples of use:

a) Call off your dog!

b) The General called off his troops.

c) OK, I agree to your demands. You can call your lawyers off now.

CALL AROUND

To call around is to visit someone, usually for a short period of time.

Examples of use:

a) I think I'll call around and see if my grandmother needs anything.

b) We called around yesterday, but you were out.

c) Mrs Green's son calls around after work every day. She looks forward to his visits.

d) Why don't you call around tomorrow? We can have a cup of tea and a chat.

CHECK IN

1. To check in is to show your ticket at an airport so that the airline knows you have arrived, and they can put your bags on the aircraft.

Examples of use:

a) We have to check in at 8 o'clock.

b) Please check in at least one hour before your flight leaves.

The check-in (noun) is the place at the airport where you show your ticket and let the airline know that you have arrived.

2. To check in (or check into something) is to arrive at a hotel reception desk and tell the hotel staff who you are, and collect your room key.

Examples of use:

a) We need to check into our hotel before 10 pm.

b) I'll meet you in the hotel restaurant in 10 minutes. I'll just check in and put my suitcase in my room.

c) Where's dad? He's checking in and collecting our room keys.

CHEER UP

1. To cheer up is to start to feel happier.

Examples of use:

a) I wish he would cheer up.

b) She was very unhappy last week, but she has cheered up now.

c) He cheers up when he sees his girlfriend.

2. To cheer up somebody (or cheer somebody up) is to make them feel happier.

Examples of use:

a) Harriet has had a very bad week. Let's buy her some flowers to cheer her up.

b) You look sad. What can I do to cheer you up?

EAT OUT

To eat out is to eat away from home, at a cafe or restaurant.

Examples of use:

a) I don't feel like cooking tonight so let's eat out.

b) We have eaten out every night this week!

c) I don't like eating out. I prefer to eat at home.

d) I enjoy eating out with friends and family.

FALL OUT

1. To fall out with someone is to become upset or angry with them, and stop being friendly with them.

Examples of use:

a) We fell out over something very small.

b) I fell out with my sister because she broke my necklace.

c) Ingrid and Beatrice fell out when Ingrid crashed Beatrice's car.

d) Marcus and Akos have fallen out.

Example of use:

Jerry hasn't spoken to his brother for years. They had a falling-out over money.

2. If your hair falls out it becomes loose and unattached.

Examples of use:

a) My hair fell out when I was ill.

b) My father's hair started to fall out when he was only 30, and now he is completely bald.

FALL OVER

1. To fall over is to fall to the ground from an upright position.

Examples of use:

a) The marathon runner fell over.

b) He stood up quickly and his chair fell over.

c) My son is learning to walk and he keeps falling over.

d) Their grandmother has fallen over and broken her hip.

2. If you fall over yourself (or fall all over yourself) to do something, you are very keen to do it.

Examples of use:

a) Chris fell over himself trying to impress his new wife.

b) The supermarkets are falling over themselves to attract customers to their shops.

GET UP

1. To get up is to wake up and get out of bed.

Examples of use:

a) It's 8 o'clock: time to get up.

b) I want to get up early tomorrow.

c) We had a day off work yesterday so we got up very late.

d) He's been getting up at 5am every day for years.

e) She gets up early and goes for a run every morning.

f) I get up at 7.30 every day.

2. To get up is also to stand up.

Examples of use:

a) Get up off the floor. Your clothes will get dirty.

b) He fell over when he was playing football, but quickly got up again.

GIVE UP

1. If you give up something (or give something up) that is bad for you (for example alcohol, smoking, and eating fatty foods) you stop doing it or having it.

Examples of use:

a) Eric gave up smoking two years ago.

b) We're trying to lose weight so we've given up eating cakes.

c) He had to give up drinking alcohol because it made him ill.

2. To give up something (or give something up) is to stop doing a job, or something else you do regularly.

Example of use:

He gave up work to look after his children.

3. To give up something (or give something up) is also to stop doing something because it is too difficult for you to continue.

Examples of use:

a) I gave up learning English because I was too busy with work and my family.

b) He wanted to finish the marathon but he had to give up after ten miles.

c) She had to give her job up because her elderly sister was ill.

4. To give up is to stop trying to think of the answer to a question or problem, or a joke.

Examples of use:

a) I give up. I don't know the answer. Tell me what it is.

b) I gave up trying to remember the date of my friend's birthday, and asked her mother instead.

GROW UP

1. To grow up is to become older or to become an adult.

Examples of use:

a) When I grow up I want to be a doctor.

b) He grew up in Thailand.

c) She's growing up fast.

2. Grow up is something you say to someone who is behaving in a childish or immature way.

Examples of use:

a) You're being stupid. Why don't you just grow up?

b) Oh grow up! I've heard enough of your silly jokes.

3. grown-up (adjective) – When children look or behave in a mature way they are grown-up.

Example of use:

She looked very grown-up in her new dress.

4. grown-up (noun) – a grown-up is an adult. Informal English – usually used by children.

Example of use:

He wanted to sit with the grown-ups but he had to look after his brother and sister.

HANG AROUND

1. To hang around somewhere is to spend time there doing very little.

This phrasal verb can also be hang around and hang about.

Examples of use:

a) Will you stop hanging around the kitchen and go and do something useful!

b) You go on ahead. I'll hang around here and wait for William to arrive.

c) I've been hanging round all day waiting for the plumber to arrive.

2. To hang around with someone is to spend time with them

This phrasal verb can also be hang around and hang about with somebody.

Examples of use:

a) We used to hang around together when we were children.

b) She hangs around with Alice and Jenny.

HANG UP

1. To hang up something (or hang something up) means to hang something, especially clothes, on a hanger or hook.

Examples of use:

a) Your grandmother is coming to visit today, so don't forget to hang up your clothes when you tidy your room.

b) Could you hang my coat up, please?

c) I'll hang your coat up in the study.

2. To hang up also means to end a telephone conversation, especially suddenly or unexpectedly.

If you hang up you replace the part of the telephone you speak into back onto its normal place on the telephone – however, we also use this expression when referring to ending conversations on mobile phones.

Examples of use:

a) Don't hang up on me.

b) Don't buy anything from that company: the lady from their customer service department hung up on me last week.

c) How dare you hang up on me!

d) My girlfriend is angry with me and she keeps hanging up on me.

3. To be hung up is to be very anxious about something and to spend a lot of time thinking about it.

Examples of use:

a) Many women are hung up about their weight.

b) There's no point getting hung up about it; there's nothing you can do.

4. A hang-up (noun, informal) is something that a person worries about a lot, or is afraid of.

Examples of use:

a) She has a real hang-up about being seen without her make-up on.

b) He doesn't have any hang-ups.

HURRY UP

When you hurry up you do something more quickly.

Examples of use:

a) Can you hurry up and put your coat on, please?

b) It's nearly time for bed so hurry up and finish your homework.

c) Hurry up. Our taxi is here.

d) If you don't hurry up we'll miss the train.

JOIN IN

To join in something is to become involved in an activity with other people.

Examples of use:

a) Your brother is playing football. Why don't you go and join in?

b) We're playing cards tomorrow night. Come and join in. Everyone is welcome.

c) Amelia is very shy. She never joins in with the other children's games.

LIVE UP TO

To live up to is to be as good as someone hopes or expects.

If someone or something lives up to people's expectations, they are as good as they are expected to be.

Examples of use:

a) Our hotel was amazing and lived up to all our expectations.

b) Last night's concert was good, but I don't think he lived up to his reputation as a world-class entertainer.

c) Did the Harry Potter movie live up to your expectations? Yes! It was fantastic!

d) I'm not living up to my parents' dreams: they want me to be a doctor like my father, but I want to be an actor.

e) News headline: Barack Obama's speech failed to live up to his own high standards.

f) Will the new McLaren Formula 1 car live up to expectations?

g) Will the iPad live up to the hype?

h) You're not living up to your potential - you should get a job, earn some money and do something with your life.

LOOK AFTER

If you look after somebody or something, you do whatever is needed to keep them healthy and well, or in good condition.

Examples of use:

a) Eric looks after his family very well.

b) Look after your new shoes.

c) Can you look after your sister while I'm busy with the housework, please?

d) Look after yourself while I'm away.

LOOK UP (SOMEBODY)

To look somebody up (or look up somebody) is to locate and visit someone you have not seen for a long time.

Examples of use:

a) Look me up if you are ever in England.

b) I went to Newcastle on business last week and I looked up an old friend.

c) My friends were on holiday in my city, so they looked me up and we all went to a restaurant for a meal.

LOOK UP (SOMETHING)

To look up something (or look something up) is to try and find a piece of information in a book (such as a dictionary, directory, thesaurus or encyclopedia), or by using a computer.

Examples of use:

a) I'm looking up information about phrasal verbs.

b) Look up the meaning of new English words in your dictionary.

c) I looked up her telephone number in the telephone directory.

d) Q. What are you doing?

A. I'm looking up the population of Brazil for my geography project.

MAKE (SOMETHING) UP

To make up something (or make something up) is to invent a story or excuse. This can be something written or said in order to deceive (a lie), or a story or game to entertain.

Examples of use:

a) He made up lies about me.

b) The politician said that the newspaper reporter made up the information about her expenses claim.

b) The children made up a wonderful game about dragons and kings and queens.

e) It's wrong to make up stories about people.

MEET UP

To meet up is to meet someone, or a group of people, in order to do something together.

Examples of use:

a) Can we meet up for lunch next week to discuss your plans for the business?

b) The accountant and I are meeting up at 2 pm tomorrow to check the business accounts.

c) I'm meeting up with my friends on Saturday.

d) Are you free on Monday? It would be lovely to meet up for coffee.

MOVE IN

To move in is to start living in a new place, and to put all your furniture and personal possessions into your new home.

Examples of use:

a) Question. When are you moving house?

Answer. I moved in last week. Here's my new address.

b) Louise and Simon have bought a new house and they are moving in today.

c) Question: How long have you lived here?

Answer: We moved in in 1996.

MOVE OUT

To move out is to leave a place and take all your furniture and other possessions with you.

Examples of use:

a) We're moving out on Sunday.

b) The lease on my flat expires at the end of the month and I have to move out.

c) Sarah has bought a new house and she is moving out of her old place today.

PHONE UP (AND RING UP)

To phone up somebody (or phone somebody up) is to telephone them.

Examples of use:

a) Phone up Mr. Hargreaves and arrange a meeting, please.

b) Max is late. Can you phone him up and ask him where he is?

To ring up somebody (or ring somebody up) means the same as phone up.

PICK UP

To pick up something or somebody (or pick something or somebody up) is to lift something or somebody by using your hands.

Examples of use:

a) She picked the children's clothes up off the floor.

b) He picked up his suitcase and put it in the boot of the car.

c) The baby was crying so she picked her up.

PUT OFF

1. To put off something (or put something off) is to decide to do something at a later time or date (to postpone it).

Examples of use:

a) We were going to get married in March, but we put it off until June because my grandmother was ill.

b) Can we put off the meeting until tomorrow, please? I am very busy today.

2. To put off someone (or put someone off) is to delay seeing them or doing something for them.

Examples of use:

a) I don't want to see the salesman today. Can you put him off until next week?

b) My parents were coming to visit this week, but we had to put them off because our heating is broken.

QUEUE UP

1. To queue up for something is to wait in a line (a queue) in order to get something, do something, or go somewhere.

Examples of use:

a) They queued up to get their new work contracts.

b) We had to queue up for more than an hour to get a taxi home.

c) Fans queued up for hours to see the final Harry Potter film.

d) Traffic is queueing up on the motorway.

e) News headline: Hundreds queue up for Apple iPhone4.

2. To be queueing up to do something is to want to do it very much.

If people are queueing up for something or to do something, a lot of them want to do it or have it.

Examples of use:

a) Journalists are queuing up to interview Camden residents and business owners about the London riots.

b) Model agencies are queueing up to sign up the French model.

c) He's a fantastic singer. The recording companies will be queueing up to give him a contract.

READ OUT

To read out something (or read something out) is to read the words and say them so that people can hear you.

Examples of use:

a) Simon, can you read the instructions out for me, please?

b) She read out the names of the winners.

RELY ON / UPON

1. To rely on (or rely upon) somebody or something is to trust someone or something to do what you need or expect them to do.

Often + to do something.

Examples of use:

a) I'm relying on you not to drop me!

b) Can I rely on you to keep my secret?

c) We need someone we can rely on to manage the business for us.

d) I wish I could rely on my train arriving on time.

e) I'm relying on my students to finish their English homework this week.

f) We're relying on our old car to get us to the airport on time.

g) You can rely on Jasmine.

2. To rely on (or rely upon) somebody or something is to need or depend on someone or something in order to work correctly, to succeed, or to survive.

Examples of use:

a) We rely on our son to do our food shopping for us.

b) He relies on the income from his writing for paying his bills.

c) Our elderly neighbour relies on her children for help.

d) I'm relying on all of you to work hard and make this team a success.

e) The English students relied on their teachers to help them pass their English exams.

f) Our business relies on government contracts.

RUN OUT (OF)

1. To run out of something is to use all of it so that there is nothing left.

Examples of use:

a) I've run out of bread.

b) We can't have coffee this morning because we've run out of milk.

c) I ran out of petrol on my way to work this morning.

d) News headline: Fresh water supplies are going to run out.

e) We're running out of orange juice. I'll buy some more today.

SAVE UP

To save up something (or save something up) is to keep money so that you have enough to buy something in the future.

Examples of use:

a) We are saving up for a house.

b) You will have to save up if you want to buy that expensive car.

c) He saved up for a year for a new motorbike.

d) She saved her allowance up to buy a ticket to see her favourite band.

SELL OUT

To sell out of something is to sell all of it and have no more left for people to buy.

Examples of use:

a) Their designer shoes are beautiful, but they have sold out in my size.

b) We're selling out of iPhones very fast. We must order some more.

c) I'm sorry. We have sold out of tickets for the show.

d) He sells out of his homemade cakes every day.

SET OFF

1. To set off is to start a journey.

Examples of use:

a) What time are we setting off?

b) They set off for home.

c) There are roadworks on the motorway so you'd better set off early.

d) He set off from Paris last Sunday.

e) We set off for London with only £20 in our pockets.

f) I'm looking forward to setting off on my summer holiday.

2. To set off something (or set something off) is to cause something to start or happen.

Examples of use:

a) The loud music set off the baby's crying.

b) The proposed wage cuts set off a work-to-rule.

c) News headline: Nick Clegg is about to set off an almighty row over universities.

3. To set off something (or set something off) is to cause something to explode or start to ring loudly.

Examples of use:

a) The smoke from the fire set off the smoke alarm.

b) They set a bomb off outside the building.

c) A spark set off the fireworks.

SETTLE DOWN

1. To settle down is to start living in a place where you plan stay for a long time, especially after living in many different places or travelling a lot.

Example of use:

I worked in many different countries when I was younger, but I came back to the UK in 2005 and settled down and got married.

2. When two people settle down together they set up a life together and get married, buy a house and start a family.

Example of use:

a) Alice and Peter are settling down and buying a house together. They are getting married in June.

b) They make a lovely couple. I hope they settle down together.

3. To settle down is also to become calm and quiet.

Examples of use:

a) I wish the children would settle down and go to sleep- I'm exhausted!

b) Settle down class, and get your books out. Today we're going to learn about phrasal verbs.

c) There was a fight between the rival football fans but the situation has settled down now.

SHOW OFF

1. To show off is to try and make people notice and admire you in a way which is annoying.

Examples of use:

a) Stop showing off!

b) He’s always showing off in the classroom and getting into trouble.

2. To show off somebody or something (or show somebody or something off) is to display it proudly.

Examples of use:

a) John showed off his new toy to his grandparents.

b) We were invited to their house so they could show off their valuable paintings.

c) She showed off her new pearl necklace to her work colleagues.

d) Oh no! Here comes our neighbour showing off his new car. show-off (noun) - somebody who shows off

SORT OUT

1. To sort out something (or sort something out) is to organize or arrange things which are untidy.

Examples of use:

a) My bookcase is in a mess. I need to sort out my books.

b) Your room is very untidy. Sort out your clothes and put them in your cupboard, please.

2. To sort out something (or sort something out) is also to resolve a problem or misunderstanding.

Examples of use:

a) I had a problem with my car brakes but my brother sorted them out.

b) If my parents have any trouble with their computer their neighbor always sorts it out for them.

c) Will you two stop arguing and sort out your disagreements?!

3. To sort out something (or sort something out) is to discuss it with someone and make a decision about what to do.

a) We need to sort out the arrangements for our holiday.

b) Let's sit down and sort out the guest list for the wedding.

TAKE UP

1. To take up something (or take something up) is to start doing a particular, activity, job or hobby etc.

Examples of use:

a) My grandmother has taken up knitting.

b) I've recently taken up photography.

c) You're good at writing stories. Why don't you take it up as a career?

d) He took up stamp collecting when he was a boy.

2. To take up something (or take something up) is to shorten a piece of clothing, such as a dress or trousers.

Examples of use:

a) My new trousers are too long - I need to take them up.

b) My wedding dress had to be taken up 10 cm.

c) Your skirt is a bit long. Shall I take it up for you?

TELL OFF

To tell off somebody (or tell somebody off) is to speak angrily to someone because they have done something wrong.

Examples of use:

a) Mum will tell you off for breaking that window.

b) Our English teacher told us off for throwing paper aeroplanes in class.

c) He tells us off for the smallest things.

d) Twitter update from the Mayor of London: Just been told off for cycling

inside city hall. Sorry security!

e) News headline: Woman told off for giving ducks wrong kind of bread.

THROW AWAY

1. To throw away something (or throw something away) is to dispose of something you don't want by putting in a rubbish bin, waste-paper basket, waste-disposal unit etc.

Examples of use:

a) I threw my old coat away.

b) Why don't you throw away those smelly old shoes?

c) He has thrown away all of his rusty tools, and bought new ones.

d) She doesn't like throwing things away.

e) My mum threw my English essay away by mistake.

2. To throw away something (or throw something away) also means to ruin or lose something valuable or important, by doing something reckless or foolish.

Examples of use:

a) She went out with her friends every night instead of studying, and threw away her chance of a place at university.

b) Don't throw away your marriage. You need to spend more time with your wife.

c) William had a good career and a lovely home, but he threw it all away with his gambling and drinking.

TRY ON

To try on something (or try something on) is to put an item of clothing on to find out whether it fits you or whether you like it, especially before buying it.

Examples of use:

a) I like these shoes. I think I'll try them on.

b) I hate trying on new clothes.

c) This shirt is too small: I should have tried it on before I bought it.

d) School starts again next week so you must try on your new school uniform.

e) She's tried on more than thirty wedding dresses, but she can't find one she likes.

TURN OFF

1. To turn off something (or turn something off) is to stop it from working or flowing with a switch or a tap.

Examples of use:

a) Don't forget to turn the tap off when you've finished washing your hands.

b) I've turned off all the lights and locked the door.

c) This switch turns off the kitchen light.

d) Turn the TV off now – it's time for bed.

2. To turn off a road is to leave it and travel along a different road.

Example of use:

a) Turn off here, please. My house is the last one on the right.

b) If we turn off at the next junction I'm sure we'll get there sooner.

TURN UP

1. Turn up something or turn something up. When you turn up a machine or electrical device you change the controls so that it is producing more of something, for example sound or heat.

Examples of use:

a) Can you turn the television up, please? I can't hear it.

b) The oven isn't hot enough. You need to turn it up.

c) It's freezing in here. I'll turn the heating up.

2. When somebody, or something, turns up at a place they arrive there.

Examples of use:

a) I've invited twenty people to my party I wonder if they will all turn up.

b) I hope the taxi turns up soon.

3. When something, or someone, turns up they appear unexpectedly, especially if they were lost.

Example of use:

a) My neighbour's dog ran away last week, and this morning it turned up on her doorstep.

WAKE UP

1. To wake up is to stop sleeping.

Examples of use:

a) I woke up at 6am this morning.

b) I will wake up early tomorrow and practise my English.

c) It's 11am and I've only just woken up.

d) I keep waking up in the middle of the night.

2. To wake up somebody (or wake somebody up) is to stop them sleeping.

Examples of use:

a) Go and wake your brother up, please.

b) Can you wake me up before you go to work?

c) Your snoring woke me up last night.

3. To wake up to something is to become aware of a problem, or understand the truth about it.

Examples of use:

a) Why don't you wake up! He's been lying to you for years.

b) Some scientists think we need to wake up to climate change.

WASH UP

1. To wash up something (or wash something up) is to clean the dishes, saucepans and cutlery that you have used for cooking and eating a meal.

Examples of use:

a) Can you help me wash up these dishes, please?

b) I love cooking, but I hate washing up all the saucepans afterwards.

2. To wash up is to clean your hands with soap and water.

Examples of use:

a) Dinner is ready – go and wash up, please.

b) Make sure you wash up before you eat your take-out.

3. Wash up something or wash something up. When something washes up it is carried to land by the sea or a river, and left there.

Examples of use:

a) The old boat washed up on the beach in the storm.

b) The sea washes up old fishing nets in the winter.

c) A whale carcass washed up on the beach last week.

WRITE DOWN

To write down something (or write something down) is to write something on a piece of paper so that you do not forget it.

Examples of use:

a) They wrote down everything their teacher said about learning phrasal verbs.

b) I wrote his telephone number down.

c) Can you write down a list of things we need to take on holiday?

d) Can you write that down, please? I don't want to forget it.

e) I'll read it out, and you write it down.

Exercise

Fill the gaps with appropriate phrases:

1) We __________________ at 7 am this morning.

a) got in b) got out c) got up

2) I don't want to cook tonight – let's ________________.

a) eat out b) eat in c) eat up

3) The taxi ________________ on the way to the airport and we missed our flight.

a) broke off b) broke up c) broke down

4) I'm going to ____________________ for a new computer.

a) save up b) look up c) wait up

5) Do you ____________________ ghosts? (you are sure they exist)

a) make up b) believe in c) tell off

6) I was very unhappy yesterday but I've ___________________ today.

a) looked up b) cheered up c) cheered on

7) I've ____________________ smoking. (stopped)

a) given back b) given away c) given up

8) We ____________________ from Rome at 7am. (We started our journey at 7am)

a) set in b) set up c) set off

9) The horse race has been ____________________. (The horse race has been cancelled)

a) called off b) called out c) called on

10) We ____________________ in a small flat in London.

a) grew up b) grew into c) grew on

11) They've decided to ____________________ their wedding until John has recovered from his accident. (They have postponed their wedding)

a) put on b) put out c) put off

12) He ____________________ petrol on his way to work.

a) ran off with b) ran out of c) ran over

13) Don't drop your coat on the floor --- ____________________ .

a) hang up! b) hang it up! c) hang on!

14) We've bought a new house and we're ____________________ next week.

a) moving in b) moving along c) moving on

15) She's recently ____________________ photography. (she recently started doing something)

a) taken up b) taken out c) taken over

16) She read out the names of the winners. (read aloud)

a) read back b) read out c) read up on

17) My friend and I ____________________ over money. (we stopped being friendly)

a) fell over b) fell in c) fell out

18) Dinner is ready – go and ____________________ please.

a) wash down b) wash up c) wash out

19) ____________________ and get dressed – you're late for school.

a) Hurry up b) Hurry on c) Hang on

20) I'm in London on Wednesday - let's ____________________ for lunch.

a) meet with b) meet up c) hang around

Answer Key

1) c 2) a 3) c 4) a 5) b 6) b 7) c 8) c 9) a 10) a 11) c 12) b 13) b 14) a 15) a 16) b 17) c 18) b 19) a 20) b

Unit 4
Completing Sentence

Objectives

After the completion of this unit, you would be able to–

- explain the usage of clauses and conditions in sentences
- complete sentences

Overview:

Lesson 1: *Conditionals*
Lesson 2: *Adding Clauses*
Lesson 3: *Proverbs*

Answer Key

Lesson 1 : Conditionals

If I do … and if I did…

When you imagine something like this, we use ‘if’ + past
(if I found/ if there was / if we didn’t etc.)
But the meaning is not past:
What would you do if you won a million pounds?
(We don’t really expect this to happen)
I don’t really want to go to their party, I probably will go. They’d be upset if I didn’t go.
If there was (or were) an election tomorrow. Who would you vote for?

We do not normally use ‘would’ in the ‘if’-part of the sentence:
I’d be very frightened if somebody pointed a gun at me. (not if somebody would point)
If I did not go to their party, they’d be upset. (not if I wouldn’t go)

But you can use ‘if’ … ‘would’ when you ask somebody to do something:
(formal letter) *I would be grateful if you would let me know your decision as soon as possible.*

Could and might are also possible:
If you took more exercise, you might feel better. (=it is possible that you would feel better)
If it stopped raining, we could go out. (= we would be able to go out)

If I knew … I wish I knew …
When you imagine a situation like this, we use ‘if’ + past (if I knew / if you were / if we didn’t etc. but the meaning is present, not past:
Tom would read more if he had more time. (but he doesn’t have much time)
If I didn’t want to go to the party, I wouldn’t go. (but I want to go)
We wouldn’t have any money if we didn’t work. (but we work)
If you were in my position, what would you do?

We use the past in the same way after wish (I wish I knew / I wish you were etc.) we use wish
To say that we regret something is not as we would like it to be:

I wish I knew Ria's phone number.

(= I don't know it and I regret this)

Do you ever wish you could fly?

(you can't fly)

It rains a lot here. I wish there weren't so.

I wish I didn't have to work tomorrow, but unfortunately I do.

If I were / if I was

After 'if' and 'wish', you can use 'were' instead of 'was' (if were … / I wish it were etc.). So you can say:

If I were you, you wouldn't buy that coat. Or if I was you, …

I'd go out if it weren't so cold. Or …if it wasn't so cold.

I wish Carol were here. Or I wish Carol was here.

We do not normally use would in the if-part of the sentence or after wish:

If I were rich, I would have a yacht. (not if I would be rich)

If I had known …. I wish I had known …

We use if + had ('d) … to talk about the past (If I had known/been/done):

I didn't see you when passed me in the street. If I'd seen you, of course I would have said hello.

(but I didn't see you)

I decided to stay at home last night. I would have gone out if I hadn't been so tired.

(but I was tired)

If he had been looking where he was going. He wouldn't have walked into the wall.

(he wasn't looking)

Compare:

I'm not hungry. If I was hungry, I would eat something. (now)

I wasn't hungry. If I had been hungry, I would have eaten something. (past)

Do not use would in the if –part of the sentence. We use would in the other part of the sentence:

If I had seen you, I would have said hello. (not if I would have seen you)

Note that 'd can be would or had:

If I'd seen you, (I'd seen = I had seen) *I'd have said hello.* (I'd have said = I would have said)

We use 'had' (done) the same way after 'wish'.

I wish something had happened = I am sorry that it didn't happen:

I wish I'd know that Galib was ill. I would have gone to seen him. (but I didn't know)

I feel sick. I wish I hadn't eaten so much cake. (I ate too much cake)

Do you wish you had studied science instead of language? (you didn't study science)

Do not use 'would have' … after 'wish':

The weather was cold while we were away. I wish it had been warmer. (not I wish it would have been)

Compare 'would' (do) and 'would have' (done):

If I had gone to the party last night, I would be tired now. (I am not tired now – present)

If I had gone to the party last night, I would have meet lots of people. (I didn't meet lots of people – past)

Compare 'would have', 'could have' and 'might have':

If the weather hadn't been so bad, {
We would have gone out.
We could have gone out
(= we would have been able to go out)
We might have gone out.
(= perhaps we would have gone out)

Wish

You can say "I wish you luck / every success / a happy birthday" etc.:

I wish you every success in future.

I saw Ria before the exam and he wished me luck.

We say 'wish somebody something' (luck / a happy birthday etc.) but you cannot 'wish that Something happens'. We use hope in this situation. For example:

I hope you get this letter before you go away. (not I wish you have)

Compare 'I wish' and 'I hope':

I wish you a pleasant stay here.

I hope you have a pleasant stay here. (not I wish you have)

We also use to say that we regret something, that something is not as we would like it.

When we use wish in this way, we use the past (knew/lived etc.), but the meaning is present:

I wish I knew what to do about the problem. (I don't know and I regret this)

I wish you didn't have to go soon. (you have to go)

Do you wish you lived near the sea? (you don't live near the sea)

Rahman's going on a trip to Mexico soon. I wish I was going too. (I'm not going)

To say that we regret something in the past, we use wish + had … (had known / had said) etc.:

I wish I knew about the party. I would have gone if I'd known. (I didn't know)

It was a stupid thing to say. I wish I hadn't said it. (I said it)

I wish I could (do something) = I regret that I cannot do it:

I'm sorry I have to go. I wish I could stay longer. (but I can't)

I've met that man before. I wish I could remember his name. (but I can't)

I wish (do something) = I regret that I could not do it:

I hear the party was great. I wish I could have gone. (but I couldn't go)

We often use 'I wish' … 'would' to complain about a situation:

The phone has been ringing for five minutes. I wish somebody would answer it.

I wish you would do something instead of just sitting and doing nothing.

You can use 'I wish' … 'would' to complain about things that people do repeatedly:

I wish you wouldn't keep interrupting me.

We use 'I wish' … 'would' … for action and changes, not situations.

Compare:

I wish Sarah would come. (= I want her to come)

But I wish Sarah was (or were) here now. (not I wish Sarah would be)

I wish somebody would buy me a car.

But I wish I had a car. (not I wish I would have)

Conditionals

	CONDITION	+	RESULT
ZERO conditional	If you stand in the rain, If you heat ice,		you get wet. it melts.
	PRESENT SIMPLE	+	PRESENT SIMPLE
USES:	*Facts which are generally true or scientific facts* *The condition always has the same result*		
FIRST conditional	If it rains, If you study,		we will cancel the trip. you will pass the exam.
	PRESENT SIMPLE	+	WILL / WON'T + VERB
USES:	*A possible situation in the future* *Predicting a likely result in the future (if the condition happens)*		
SECOND conditional	If I won the lottery, If they sold their house,		I would travel a lot. they would be rich.
	PAST SIMPLE	+	WOULD + VERB
USES:	*Hypothetical or unlikely situations* *Unreal or improbable situation now or in the future*		
THIRD conditional	If you had studied, If I hadn't been sick,		you would have passed the exam. I would have gone to your party.
	PAST PERFECT	+	WOULD HAVE + PAST PARTICIPLE
USES:	*The person is imagining a different past* *Imaginary situation that did not happen*		

Exercise

Complete the following sentences:

1. If I have enough money, ………………
2. If I found her address, ……………….
3. If he gave her a sweet, ……………..
4. ……………….. he will take a taxi.
5. We would understand him, if ……….
6. I will prepare breakfast, if …………..
7. If I had time, ……….
8. ……………… you will get along with them perfectly.
9. …………. we will go to the zoo.

10. I would have told you, if ………..

Answer Key

1. I will go to Japan
2. I would send her an invitation
3. she would stop crying
4. If he arrives later,
5. he spoke slowly
6. I wake up early
7. I would go shopping with you.
8. If you speak English,
9. If she comes to see us,
10. I had seen him

Lesson 2 : Adding Clauses

By adding clauses in the following ways, you can complete a sentence:

- ✓ By Making Complex or Compound Sentences
- ✓ By adding Linkers/Conjunctions

- **By Making Complex Sentences: (See Unit 6: Lesson 3)**

I heated my coffee in the microwave, because my coffee was too cold.

Though he was very rich, he was still very unhappy.

She returned the computer after she noticed it was damaged.

When the cost goes up, customers buy less clothing.

As she was bright and ambitious, she became manager in no time.

When she was younger, she believed in fairy tales.

- **By Making Compound Sentences: (See Unit 6: Lesson 3)**

I think I will buy the red car, or I will lease the blue one.

I really want to go to work, but I am too sick to drive.

I am counting my calories, yet I really want dessert.

He ran out of money, so he had to stop playing poker.

They got there early, and they got really good seats.

There was no ice cream in the freezer, nor did they have money to go to the store.

We have never been to Asia, nor have we visited Africa.

- **By adding Linkers/Conjunctions:**

a) Contrasting Linkers

1. In spite of / Despite link two contrasting ideas, followed by a noun phrase.

Example: *He arrived on time despite / in spite of getting up late*.

2. Although / (Even) though link two contrasting ideas, followed by a sentence.

Example: *Although / though / even though / in spite of the fact that the pupils had not studied, they all passed their exams*.

3. However / Nevertheless / Still / Yet / Even so / On the contrary / In contrast, introduce a new idea which marks a contrast with previously stated ideas, introduced by a comma.

Example: *He was quite ill however/ nevertheless/ even so, he went to school.*

Raj did not perform well in the exam; nevertheless, he got a distinction in English.

4. On the one hand links two contrasting ideas / paragraphs:

   Example: *I like tea. On the other hand, she likes coffee.*

5. In contrast to / Contrary to/ On the contrary link two contrasting ideas, followed by a noun phrase.

   Example: *I like tea. On the contrary, she hates it.*

6. Whereas links two contrasting ideas, not separated by commas.

Example: *This film is very interesting, while/whereas that one is quite boring*.

7. But / yet is followed by a noun phrase or a sentence.

Example: *The book is short but / yet interesting.*

b) Reason and Cause Linkers

1. Because / As / Since / Seeing that introduce a sentence:

Example: *Because / as / since / seeing that it's late, we should go home*.

2. Because of / On account of / Owing to / Due to introduce a noun phrase:

Example: *Because of / on account of / owing to / due to the weather, we stayed at home*.

c) Purpose Linkers

1. In order to / So as to introduce an infinitive of purpose:

Example: *She uses her video in order to / so as to / to record TV programmes*.

2. In order that / So that introduce a sentence:

Example: *She studied so that she can pass the exam*.

d) Consequence Linkers

Consequently / As a consequence / As a result / Therefore:

Example: *As a result of his brave action, he was awarded a military medal*.

There is a students' procession today; therefore, they diverted the traffic.

e) Addition

1. Moreover / Furthermore / In addition / Besides / are used after a strong pause and separated from the sentences. They are introduced by a comma.

Example: *In addition to soul music, she likes rap*.

It is very hot today; moreover, there is a power outage.

2. As well as / In addition to / Besides are used to add one more piece of information, followed by a noun phrase.

Example: *Apart from English, she speaks French*.

*f) **Exemplification***

1. For example / For instance introduces an example referring to previously stated ideas.

Example: *Vegetables are a good source of vitamins: for example / for instance, <u>oranges have vitamin C</u>.*

Sentence Connectors

[Adapted from: Swales & Feak (1994)]

Purpose	Subordinators	Sentence Connectors	Phrase Linkers
Addition		Furthermore, … In addition, … Moreover, …	…in addition to…
Cause & Effect	…because… Since …, …	As a result, … …, consequently, … …., hence …	Because of … Due to … As a result of …
Clarification		That is, ….	
Contrast	While …, … …, whereas …	In contrast, … However, … Conversely, …	Unlike …, …
Illustration		For example, … For instance, …	
Intensification		On the contrary, … In fact, …	

Exercise

Complete the following sentences:

1. Though he was late, __________.
2. I wish ___________.
3. Do you know when ____________?
4. It is high time ____________.
5. As soon as we reached the station, __________.
6. No sooner had he reached the class _____________.
7. Please wait here until __________.
8. If I had 10 million taka, ____________.

9. Study attentively lest ____________.
10. He works hard so that _____________.

Answer Key

1. he finished the work.
2. I could fly like a bird.
3. the next train will arrive?
4. we stopped air pollution.
5. the train left.
6. than the bell rang.
7. I come back.
8. I would buy a car.
9. you should fail.
10. he can shine in life.

Lesson 3 : Proverbs

Proverbial sentences have to be exact as it is used. Here are few common proverbs used often:

1. "Two wrongs don't make a right."

Meaning: When someone has done something bad to you, trying to get revenge will only make things worse.

2. "The pen is mightier than the sword."

Meaning: Trying to convince people with ideas and words is more effective than trying to force people to do what you want.

3. "When in Rome, do as the Romans."

Meaning: Act the way that the people around you are acting. This phrase might come in handy when you're traveling abroad notice that people do things differently than you're used to.

4. "Fortune favors the bold."

Meaning: People who bravely go after what they want are more successful than people who try to live safely.

5. "People who live in glass houses should not throw stones."

Meaning: Don't criticize other people if you're not perfect yourself.

6. "Birds of a feather flock together."

Meaning: People like to spend time with others who are similar to them.

7. "There's no such thing as a free lunch."

Meaning: Things that are offered for free always have a hidden cost.

8. "The early bird catches the worm."

Meaning: You should wake up and start work early if you want to succeed.

9. "God helps those who help themselves."

Meaning: Don't just wait for good things to happen to you. Work hard to achieve your goals.

10. "Cleanliness is next to godliness."

Meaning: Be clean. God likes that.

11. "Beggars can't be choosers."

Meaning: If you're asking for a favor from someone else, you have to take whatever they give you.

12. "Actions speak louder than words."

Meaning: Just saying that you'll do something doesn't mean much. Actually doing it is harder and more meaningful.

13. "Practice makes perfect."

Meaning: You have to practice a skill a lot to become good at it.

14. "Too many cooks spoil the broth."

Meaning: When there are too many people trying to lead and give their opinions, it's confusing and leads to bad results. Jobs and projects should have one or two strong leaders.

15. *"Easy come*, easy go."

Meaning: When you get money quickly, like by winning it, it's easy to spend it or lose it quickly as well.

16. "One man's trash is another man's treasure."

Meaning: Different people have different ideas about what's valuable.

17. "Beauty is in the eye of the beholder."

Meaning: Different people have different ideas about what's beautiful.

18. "Necessity is the mother of invention."

Meaning: When you're really in need, you think of creative solutions to your problems.

19. "Familiarity breeds contempt."

Meaning: When you're around someone for too long, you get tired of them and annoyed by them.

20. "You can't judge a book by its cover."

Meaning: Things sometimes look different than they really are. A restaurant that looks old and small might have amazing food, for example.

21. "The grass is always greener on the other side of the hill."

Meaning: People tend to want whatever they don't have.

22. "Honesty is the best policy."

Meaning: Don't lie.

23. "Don't count your chickens before they hatch."

Meaning: Your plans might not work out, so don't start thinking about what you'll do after you succeed. Wait until you've already succeeded, and then you can think about what to do next.

Exercise

Complete the following sentences:

1. Don’t judge a book ____________.
2. Hell hath no fury _____________.
3. Too many cooks ____________.
4. When in Rome, _____________.
5. Where there’s a will, _____________.
6. Don’t make a mountain _____________.
7. Two wrongs ______________.
8. It’s better to be safe __________.

9. Still waters __________.

10. A rolling stone ____________.

Answer Key

1. by its cover.
2. like a woman scorned.
3. spoil the broth.
4. do as the Romans do.
5. there's a way.
6. out of an anthill.
7. don't make a right.
8. than sorry.
9. run deep.
10. gathers no moss.

Unit 5
Right Form of Verbs

Objectives

After the completion of this unit, you would be able to–

- use the correct form of verbs in relation with time and subject.
- explain rules of subject-verb agreement, tense, and nonfinite verbs.

Overview:

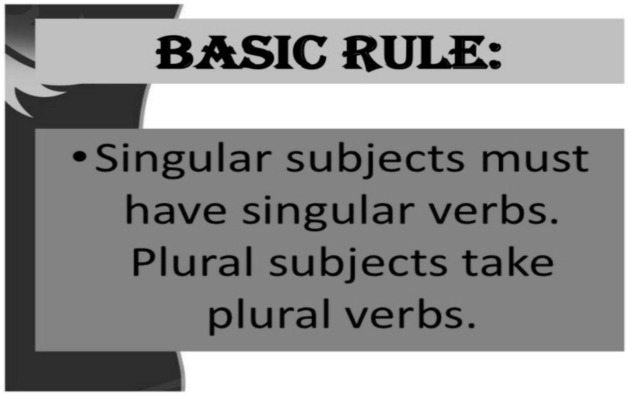
Lesson 1: *Subject-Verb Agreement*

Lesson 2: *Tense*

Lesson 3: *Non-finite Verb*

Answer Key

Lesson 1 : Subject-Verb Agreement



1. Subjects and verbs must agree in number.

Example: The ***dog barks*** when he is angry.

The ***dogs growl*** when they are angry.

2. Don’t get confused by the words that come between the subject and verb; they do not affect agreement.

Example: The ***dog***, who is chewing on my jeans, ***is*** usually very good.

3. Prepositional phrases between the subject and verb usually do not affect agreement.

Example: The ***colours*** of the rainbow ***are*** beautiful.

4. When sentences start with “there” or “here,” the subject will always be placed after the verb, so care needs to be taken to identify it correctly.

Example: There is a problem with the balance sheet. Here ***are the papers*** you requested.

5. Subjects don't always come before verbs in questions. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Example: ***Does Rahman*** usually ***drink*** milk? Where ***are*** the ***pieces*** of this puzzle?

6. If two subjects are joined by ‘and’, they typically require a plural verb form.

Example: The ***cow and the pig are*** jumping over the moon.

7. The verb is singular if the two subjects separated by ‘and’ refer to the same person or thing.

Example: ***Red beans and rice is*** my mom's favourite dish.

8. If one of the words ‘each’, ‘every’, or ‘no’ comes before the subject, the verb is singular.

Example: ***No*** smoking ***or*** drinking ***is*** allowed. ***Every*** man and woman ***is*** required to check in.

9. If the subjects are both singular and are connected by the words ‘or’, ‘nor’, ‘neither’/‘nor’, ‘either’/‘or’, and ‘not only’/‘but also’ the verb is singular.

Example: Jessica ***or*** Tina ***is*** to blame for the accident.

10. The only time when the object of the preposition factors into the decision of plural or singular verb forms is when noun and pronoun subjects like some, half, none, more, all, etc. are followed by a prepositional phrase. In these sentences, the object of the preposition determines the form of the verb.

Example: ***All of the chicken is*** gone. ***All of the chickens are*** gone.

11. The singular verb form is usually used for units of measurement or time.

Example: ***Four liters of octane was*** required to get the car running.

12. If the subjects are both plural and are connected by the words 'or', 'nor', 'neither'/'nor', 'either'/'or', and 'not only'/'but also', the verb is plural.

Example: ***Dogs and cats are*** both available at the pound.

13. If one subject is singular and one plural and the words are connected by the words 'or', 'nor', 'neither'/ 'nor', 'either'/ 'or', and 'not only'/ 'but also', you use the verb form of the subject that is nearest the verb.

Example: ***Either*** the bears ***or*** the ***lion has*** escaped from the zoo. Neither the lion nor the bears have escaped from the zoo.

14. Indefinite pronouns (everybody, nobody, somebody) typically take singular verbs.

Example: ***Everybody wants*** to be loved.

15. Except for the pronouns (few, many, several, both, all, some) that always take the plural form.

Example: ***Few were*** left alive after the flood.

16. If two infinitives are separated by 'and', they take the plural form of the verb.

Example: ***To walk and to chew*** gum ***require*** great skill.

17. When gerunds are used as the subject of a sentence, they take the singular verb form of the verb; but, when they are linked by 'and', they take the plural form.

Example: ***Standing*** in the water ***was*** a bad idea. ***Swimming*** in the ocean and ***playing*** drums ***are*** my hobbies.

18. Collective nouns like herd, senate, class, crowd, etc. usually take a singular verb form.

Example: ***The herd is*** stampeding.

19. Titles of books, movies, novels, etc. are treated as singular and take a singular verb.

Example: ***The Aguner Parashmoni is*** a movie starring Bipasha Hayat.

Compare:

Incorrect: ***A bouquet of yellow roses lend*** color and fragrance to the room.

Correct: ***A bouquet of yellow roses lends*** . . . (bouquet lends, not roses lend)

My aunt ***or*** my uncle ***is*** arriving by train today.

Neither Jamal ***nor Rahman is*** available.

Either Kamal ***or Salam is*** helping today with stage decorations.

Neither the plates ***nor the serving bowl goes*** on that shelf.

Neither the serving bowl ***nor the plates go*** on that shelf.

Neither she, I, ***nor my friends are*** going to the festival.

OR

She, my friends, ***and I are*** not going to the festival.

Exceptions:

Breaking and entering is against the law.

The ***bed and breakfast was*** charming.

In those sentences, 'breaking and entering' and 'bed and breakfast' are compound nouns.

Compare:

The ***politician***, along with the newsmen, ***is*** expected shortly.

Excitement, as well as nervousness, ***is*** the cause of her shaking.

Three miles is too far to walk.

Five years is the maximum sentence for that offense.

Ten dollars is a high price to pay.

BUT

Ten dollars (i.e., dollar bills) were scattered on the floor.

If the noun after 'of' is singular, use a singular verb. If it is plural, use a plural verb.

Examples:

A lot of the ***pie has*** disappeared.

A lot of the ***pies have*** disappeared.

A third of the ***city is*** unemployed.

A third of the ***people are*** unemployed.

All of the ***pie is*** gone.

All of the ***pies are*** gone.

Rules of Conditionals (See Unit 3, Lesson 1)

If Jamal were here, you'd be sorry.

I ***wish it were*** Friday.

Subject Verb Agreement
<u>The Golden Rule</u>

If there's a <u>s</u>ingular subject it means the verb ends in '*<u>s</u>*'

<u>Example:</u> *My mom respect<u>s</u> me.*

If there's a plural subject then the verb does not end in '*s*'

<u>Example:</u> *My mom and dad respect me.*

Exercise

Fill the gaps with appropriate verbs:

1. I don't (understand) ___ the assignment.
2. These clothes (be) ____ too small for me.
3. Palash (do not) ____ like vegetables.
4. Sugar and flour (be) ___ needed for the recipe.
5. My mom or dad (be)___ coming to drop me off.
6. Neither Nila nor I (be) ___ going to college today.
7. Each (get) ___ a trophy for playing.
8. Everybody (enjoy) ___ a good book.
9. The committee (meet) ____ here every Thursday.
10. Basketballs (roll) ____ across the floor.

Answer Key

1. understand
2. are
3. doesn't
4. are
5. is
6. am
7. gets
8. enjoys
9. meets
10. roll

Lesson 2 : Tense

Structurally, verbs can be classed in two categories:

1. Finite Verb
2. Non-Finite Verb

Finite Verb:

Finite Verb consists of **Auxiliary Verb and Main/Principle Verb**. It is always the finite verb which speaks of **time (Tense means time).**

However, the structure of tense also depends on the voice of the sentence. According to the rules of voice, sentence is of two kinds: **Active Sentence and Passive Sentence**. (See Unit 6, Lesson 5)

Active Sentence means the subject of the sentence is the doer of the action.

Example:

***He** (subject: doer) **plays** football.*

Passive Sentence means the subject of the sentence is not the doer of the action. In three situations, passive is mandatory:

a. When the subject is unknown
b. When the subject is unnecessary to mention
c. When the speaker wants to hide the subject

Note: Learn more in Unit 6, Lesson 5 about Active and Passive Voice

Example:

***He** (subject: non-doer) was arrested last night.*

Note: Here the doer is the police which is hidden in the meaning and it is unnecessary to mention this subject.

Primarily, tense (time) are of three kinds:

1. Present
2. Past
3. Future

Each three of these are of 4 kinds:

Present	Past	Future
Indefinite/Simple	Indefinite/Simple	Indefinite/Simple
Continuous	Continuous	Continuous
Perfect	Perfect	Perfect
Perfect Continuous	Perfect Continuous	Perfect Continuous

So, in total, there are 4x3=12 kinds of tenses.

As there are two kinds of sentence structures in **Finite Verb (Active and Passive),** each 12 tenses have 2 structures. So, there are **12x2 = 24** kinds of tense. Here is the list of 24 structures:

Finite Verb Structure

	Tense	Active	Passive
1.	Present Simple	v1	am/is/are + v3
2.	Present Continuous:	am/is/are + v1 + ing	am/is/are + being + v3
3.	Present Perfect	has/have been + v1 + ing	has/have + been + v3
4.	Present Perfect Continuous	has/have been + v1 + ing	has/have + been + being + v3
5.	Past Simple	v2	was/were + v3
6.	Past continuous	was/were + v1 + ing	was/were + being + v3
7.	Past Perfect	had + v3	had + been + v3
8.	Past Perfect Continuous	had been + v1 + ing	had been + being + v3
9.	Future Simple	will + v1	will be + v3
10.	Future Continuous	will be + v1 + ing	will be being + v3
11.	Future Perfect	will have + v3	will have been + v3
12.	Future Perfect Continuous	will have been + v1 + ing	will have been + being + v3

Note:

V1: base form of verb (for instance: go, do, eat)

V2: past form of verb (for instance: went, did, ate)

V3: past participle form of verb (for instance: gone, done, eaten)

Auxiliary Verb:

Auxiliary Verb means helping or supporting verb. It is a part of the finite verb. It helps the main verb. It also can work like main verb. It also suggests **time (Tense)**.

Example:

I have a car.

Here 'have' is used as main verb.

I have done the work.

Here 'have' is used as helper to the main verb 'done'.

In total, there are 34 auxiliary verbs. These verbs can be divided in 4 categories:

1. **Verb to be (10):**
   am, is, are, was, were, shall be, will be, be, being, been
2. **Verb to have (4):**
   have, has, had, having
3. **Verb to do (3):**
   do, did, does
4. **Modal Verb (17):**
   shall, will, may, can, could, would, should, might, need, must, used to, ought to, had better, had rather, would better, would rather, dare

Note:

1. Modal Verb will have no suffix like --- 's, es, t, ed, ing...'
2. After Modal Verb 'to' (preposition) or 'to' (infinitive) will never sit.
3. 'Base form' (v1) of verb is used after Modal Verb.

1. Present Simple/Indefinite

We use present simple in the following cases---

a. Everyday action
b. Habitual act
c. Universal truth

The adverbs that help us identifying a present simple tense are---

Regularly, off and on, often, everyday, sometimes

Example:

Active Present Simple: (Subject+v1)

I often ***visit*** *my uncle's home.*

The sun ***rises*** *in the east.*

I ***take*** *bread and butter in breakfast.*

Passive Present Simple: (Subject + am/is/are + v3)
*The homework **is done**.*
*It **is said** that tortoise live longer than elephants.*

2. Present Continuous

We use present continuous in the following case---

a. When the action is on-going --- occurring at that moment when spoken

The adverbs that help us identifying a present simple tense are---

At present, now, at the moment

Example:
Active Present Continuous: (Subject + v1 + ing)
*At present, women **are joining** in multi-national companies.*
*Ria is 3 years old. Look, she **is walking** now.*

Passive Present Continuous: (Subject + am/is/are + being + v3)
*Clothes **are being displayed** in the exhibition now.*

3. Present Perfect

We use present perfect---

a. To suggest that the action has just finished. The effect of the action is still present.

The adverbs that help us identifying a present simple tense are---

Yet, recently, just, already, ever, never

Example:
Active Present Perfect: (Subject + has/have + v3)
*I **have** just **done** the work.*
*He **hasn't arrived** yet.*
***Have** you ever **been** to Cox's Bazar?*

Passive Present Perfect: (Subject + has/have + been + v3)
*The work **has been completed** recently.*
*This **has been** already **complained** to the authority.*

4. Present Perfect Continuous

We use present perfect continuous in the following cases---

a. When the action has started in past and still going on in present
b. When the action has just ended, but when it was going on it was a continuous action

The prepositions that help us identifying a present simple tense are---

Since, for

Note:
Since means --- when the period began
For means --- how long the period is

Example:
Active Present Perfect Continuous: (Subject + has/have + been + v1 + ing)
*I **have been writing** a novel since a month.*
*He **has been waiting** there for 2 hours.*

Passive Present Perfect Continuous: (not applicable)
Passive form of Present Perfect Continuous is not used.

5. Past Simple

We use past simple to mean a past usual activity.

Example:
Active Past Simple: (Subject + v2)
*I **visited** the place a week ago.*

Passive Past Simple: (Subject + was/were + v3)
*The window **was broken** yesterday.*

6. Past Continuous

We use past continuous when an action continuously happened in past.

Example:
Active Past Continuous: (Subject + was/were + v1 + ing)
*While he **was travelling**, he **met** his childhood friend in the bus.*

Passive Past Continuous: (Subject + was/were + being + v3)
*Door **was being knocked** for a long time when I arrived.*

7. Past Perfect

Past perfect is used before past simple action. An action that happens before simple past is --- past perfect.

Note:

'After' or 'Before' are the conjunctions that helps us to identify the time of past simple and past perfect.

Example:

Active Past Perfect: (Subject + had + v3)

*I **had done** the work before my father **came**.*

*I **went** to bed after I **had finished** my work.*

Passive Past Perfect: (Subject + had + been + v3)

*It **had been done** before he **came**.*

8. Past Perfect Continuous

Past perfect continuous is used before past simple action. An action that happens before simple past is --- past perfect. The difference between past perfect and past perfect continuous is --- past perfect continuous has to be a continuous action as well.

Note:

'After' or 'Before' are the conjunctions that helps us to identify the time of past perfect.

Example:

Active Past Perfect Continuous: (Subject + had + been + v1 + ing)

*I **had been driving** car when our eyes **met**.*

*He **had been eating** dinner when I **called** him.*

Passive Past Perfect Continuous: (not applicable)

Passive form of Past Perfect Continuous is not used.

9. Future Simple

We use future simple in 6 situations:

1. **Invitation:**

   ***Will** you **come** to the party?*

2. **Prediction:**
   *I think Bangladesh **will win** the match.*

3. **Offer:**
   *You dropped your pen. I **will help** you.*

4. **Promise:**
   *I **will pay** you next week.*

5. **Instant Decision:**
   *There is a chocolate shop over there! I **will buy** some.*

6. **Fact:**
   *I **will be** 18 next month.*

Active Future Simple: (Subject + will + v1)
Example:
*I **will join** the party tomorrow.*

Passive Future Simple: (Subject + will be + v3)
Example:
*The work (subject non-doer) **will be done**, I guarantee.*

Compare auxiliary + going to + v1 and Future Simple:

Future Simple	Auxiliary + going to + v1
Instant decision Example: *There is a chocolate shop over there! I **will buy** some.*	**Pre-decided action** **Example:** ***I am going to buy*** *some chocolates after an hour.*
Prediction/Guess *Example: I think Bangladesh **will win** the match.*	**Prediction with proof** *Example: The sky is cloudy. I think it **is going to rain**.*

10. Future Continuous

We use future continuous to mean a continuous action in future. Usually, it speaks the future on-going time-length and sometimes it expresses a starting time of the action.

Active Future Continuous: (Subject + shall be/will + v1 + ing)

Example:

*Next week at noon, I **will be lying** on the beach.*

Passive Future Continuous: (Subject + shall be/will be + being + v3)

Example:

*Results **will be being announced** from 3pm tomorrow.*

11. Future Perfect

We use future perfect when the sentence gives an end-time of the action in future. To put an end-time, it uses a preposition 'by'.

Active Future Perfect: (Subject + shall/will + have + v3)

Example:

*I **will have finished** the book by tomorrow noon.*

Passive Future Perfect: (Subject + shall/will + have + been v3)

Example:

*My bi-cycle **will have been repaired** by next Friday.*

12. Future Perfect Continuous

We use future perfect continuous tense in the followings cases---

a. Action that started in past, still going on, and will end in future
b. To put an end-time, it uses a preposition 'by'
c. To express the time-length, it uses 'since' or 'for'

Active Future Perfect Continuous: (Subject + shall/will + have + been + v1 + ing)

Example:

*By next January, I **will have been teaching** here for 2 years.*

Passive Future Perfect Continuous:

Passive form of this tense is not in use.

Exercise A

Present Tense

Fill the gaps with appropriate verbs:

1. I (play)____ tennis.
2. The train (leave) ____ tonight at 6 PM.
3. Rina (go)____ to school.
4. Ritu (score)____ 10 in her examination.
5. I (live) ____ in Dhaka for ten years.

Exercise B

Past Tense

Fill the gaps with appropriate verbs:

1. I (see) ____ a movie yesterday.
2. My parents (come) ____ to visit me last July.
3. Riha (work) ____ on her homework when I saw her.
4. He came after I (leave) ____ the place.
5. Luna (write) ____ her book for a year.

Exercise C

Future Tense

Fill the gaps with appropriate verbs:

1. I (send) ____ you the information when I get it.
2. Nila (go)___ to university next year.
3. I (see) ____ you off are the airport tomorrow.
4. By next November, I (receive) ____ my promotion.
5. Father will be tired when he gets home because he (jog) ___ for over an hour.

Answer Key

A

1. play
2. leaves
3. is going
4. has scored
5. have been living

B

1. saw
2. came
3. was working
4. had left
5. had been writing

C

1. will send
2. will be going
3. will be seeing
4. will have received
5. will have been jogging

Lesson 3 : Non-finite Verb

There are three kinds of non-finite verbs:

i) Gerund
ii) Participle
iii) Infinitive

Gerund

Functions:

1. **As a subject of the verb:**
   Swimming is a good exercise.
   Giving is better than receiving.
   Seeing is believing.
   Rising early is a good habit.

The bold subjects in the above sentences are gerund --- non-finite verb.

2. **Object/predicate of a transitive verb:**
   Stop ***writing***.
   I like ***reading*** poetry.
   Working is ***praying***.
   My hobby is ***reading***.
   I could not help ***laughing***
   Don't give up ***trying***.

The bold objects (predicates) in the above sentences are gerund --- non-finite verb.

3. **Object of Preposition:**
   I am fond of ***catching*** fish.
   I am tired of ***writing***.
   They are punished for ***telling*** a lie.

In the above sentences, after preposition 'of' and 'for' --- nonfinite verb gerund is used (verb+ing)

4. **Compound Noun:**
   This is my ***sleeping*** room.
   I have lost my ***walking*** stick.
   Put aside your ***reading*** materials.

These are not adjectives because the room can't sleep, the stick can't walk and the materials can't read. Here 'sleeping room' 'walking stick', 'reading materials' are a compound noun or noun phrase.

5. **By + Gerund:**
   By ***eating*** a balanced diet, you can live well.
   By ***drinking*** milk, you can get vitamins.
   By ***being*** curious, he can learn many things.

6. **Without + Gerund:**
   Without ***working*** hard, you cannot success.

7. **On/in/at/of/for + Gerund:**
   She aimed at ***passing*** the exam.
   They succeeded in ***doing*** the work.
   She excels in ***drawing*** pictures.

8. **As Verbal Noun (The + Gerund + of):**
   The ***reading*** of history is interesting.
   The ***making*** of dolls/the taking of exercise...

9. **Gerund after particular Finite Verbs:**
   Mind, drop, practice, finish, delay, forbid, endure, excuse, consider, stop, fancy, suggest, present, prefer, deny, enjoy, miss, forgive, avoid, pardon.

After these finite (principal) verbs --- if another verb (action word) sits, it takes the structure of gerund (verb+ing).

Example:

a. We enjoyed ***playing*** football.
b. We stopped ***working***.
c. I suggest ***doing*** it.
d. She forbade ***doing*** this.
e. I have finished ***reading***.

Participle

Participle is a non-finite verb. It is used as an adjective. There are three kinds of participle:

a. Present Participle: When 'verb+ing' works as an 'adjective and verb', it is called Present Participle.

   Example: ***sleeping*** *child,* ***burning*** *home,* ***crying*** *baby*

b. Past Participle: When 'v3' works as 'non-finite verb', it is called past participle.

   Example: The ***burnt*** house is not ours.

c. Perfect Participle: When 'having' is used as 'adjective and verb' is called perfect participle.

   Example: ***Having*** done the work, I slept.

Functions:

1. **It takes an object like a verb:**

   Hearing a noise, he woke up.

   I saw a boy ***mending*** his shoes.

The participle took objects ('a noise', 'his shoes') like a verb.

2. **Modified by an adverb:**

   Loudly ***knocking*** at the gate, he went off.

   The book is very ***interesting***.

'Loudly' and 'very' are adverbs which are modifying the participle.

3. **Modifies a noun/pronoun:**

   A ***lying*** person should be punished.

   A ***sleeping*** fox cannot catch a hen.

   A ***rolling*** stone gathers no moss.

   The glass is ***broken***.

This story is ***exciting***.

The girl is ***good-looking***.

Here the participles are modifying the nouns (subjects) like adjectives.

4. **It can be compared like an adjective:**

   She in more ***charming*** than her sister.

   This is the most ***amusing*** story I have ever heard.

   Here the participles are compared like adjectives.

5. **Absolute Nominative (it means --- not having any relation with Finite Verb):**

   The sky ***being*** clear, the plane took off.

   I know nothing ***regarding*** the matter.

Finite Verbs in the above sentences are --- 'took', 'know', 'was', and participles have no direct connection with the finite verbs. Here the participles are --- 'being', 'regarding'.

6. **Noun phrase + Present Participle =Adjective:**

   I met a girl ***carrying*** a basket of flowers.

   I found her ***crying***.

   I saw him ***going*** up the hill.

Here the bold italic words are participles which are used as adjectives --- describing the nouns.

Infinitive

Structure of Infinitive: Finite Verb + to + base form of verb (v1)

After the following verbs infinitives take place:

Decide, desire, expect, promise, wish, want, offer, hope, refuse, and swear.

Example:

1. She promised ***to speak*** the truth.
2. I desire ***to go*** abroad.
3. We decided ***to go*** there.
4. She refused ***to help*** me.

After the following words 'to' remains invisible (hidden):

had better, had sooner, than, but, except

Example:

1. You have nothing ***to do*** but ***weep.***
2. He is better able ***to sing*** than ***recite***.

After the following verbs, 'bare infinitive' (zero/invisible infinitive) takes place:
Make, know, feel, hear, dare, bid, need, behold, watch, notice, see.

Example:

1. Let him ***stay***
2. I watched them ***play***.
3. Did you hear me ***call*** you?

Bare infinitive: uses

A bare infinitive is used in the following contexts:

i) As a complement of the following verbs:

bid, behold, feel, find, hear know, let, make, notice, see, watch

1. We felt the earth shake.

2. I heard her sing.

3. We saw the plane land.

4. He made us laugh.

5. I let them play in the park.

Note:

a) These verbs take full infinitive in the passive voice:

1. She was made to sing. (not, sing)

2. He was heard to murmur. (not, murmur)

b) But let is used without to even in passive construction:

1. I let him go. *(Active voice)*

2. He was let go. *(Passive voice)*

ii) As complement of have (meaning want/wish)

1. *I would have you learn manners. (i.e. to learn)*
2. *I like to have them reach in time. (i.e to reach)*
3. *I wound have him keep his promise. (i.e. to keep)*

Note:

- **Prefer … rather than**
    1. *I prefer to die rather than beg.*
    2. *I would prefer to fight rather than surrender.*

In this construction 'prefer' takes a full infinitive but 'rather than' takes a bare infinitive.

- **as …. As/not so/not as …. As/comparative form … than**

    1. If is as easy to run as swim.

    2. If is not so easy to than cook.

    3. If is easier to eat than cook.

The second 'as' takes a bare infinitive.

- **why/why not?**

    1. Why hire a taxi?

    2. Why not start now?

These elliptical expressions take a bare infinitive.

- **help**

    1. He helped me carry/to carry the luggage.

    2. She helped me find/to find my purse.

'Help' can be used with to or without to. Without 'to' is used mostly, especially in British English.

- **Anaphoric to**

Sometimes 'to' alone is used instead of 'to + verb' (full infinitive). It is called an anaphoric use of 'to' because it has a backward reference, that is, a reference to an earlier mention of the verb:

Example:

1. *Would you like to have a cup of tea?*
2. *She wanted to lock up the house but she forgot to.*
3. *I didn't want to go to the cinema but I had to.*

This device is used to avoid the repetition of a verb.

- **Split infinitive**

When a 'to + verb' is split into two parts and an adverb is put between the two, it is called a split infinitive:

He asked me to briefly state my case.

Here to has been separated from the verb 'state' and an adverb (briefly) inserted between them.

Infinitive: forms

a) **Simple**

   To + verb: *to write*

b) **Progressive**

To + be + verb + ing: *to be writing*

c) Perfect

To + have + past participle: *to have written*

c) Perfect Progressive

To + have been+ present participle: *to have been writing*

d) Passive

To be + past participle: *to be written*

e) Perfect Passive

To have been + past participle: *to have been written*

Note:

- **Verbs that take an infinitive as object or complement are:**

Appear	consent	hope	refuse
Attempt	decide	long	seem
Choose	fail	plan	wish
Claim	happen	promise	vow

Example:

1. *The earth appears to stand still.*
2. *He seems to know the secret.*
3. *He hopes to win a medal.*

- **Adjective + infinitive**

Adjectives that take an infinitive are:

Able, anxious, easy, eager, glad, happy, hard, ready

Example:

1. *He isn't able to run fast.*
2. *We are eager to know the result.*
3. *They are ready to fight.*

- **Verb + object + infinitive**

Verbs that take object + infinitive are:

Ask	*instruct*	*request*
Command	*invite*	*see*
Compel	*make*	*urge*
Enable	*oblige*	*warn*
Encourage	*order*	*watch*
Force	*remind*	

Example:

1. I asked him to wait a minute.

2. He compelled/forced me to open the door.

3. I made him sing a song. (bare infinitive)

4. We saw/watched the plane land. (bare infinitive)

INFINITIVES

- He made me **laugh**.
- I I'll arrange ***to see*** the dentist straight away.

PARTICIPLES

- I have been **reading**.
- I have **worked** hard.

GERUND

- **Dancing** is a good way to stay fit.
- ***Eating ice cream on a windy day*** can be a messy experience if you have long, untamed hair.

Exercise

Fill the gaps with appropriate verbs:

1. I hate (camp) ____
2. Jamal wants (go) ___ to Sri Lanka.
3. Who ate the (roast) ____ chicken?
4. The baby started (scream) ____ as it was hungry.
5. By (work) ____ hard, you can shine in life.
6. Kamal had a great time (tour) ____ Kuakata.
7. He made a new record by (catch)____ the biggest fish.
8. Do you like (read) _____?
9. I struggle (understand) ____ this math problem.
10. The freshly (pick) ____ tomatoes look delicious.

Answer Key

1. camping
2. to go
3. roasted
4. screaming
5. working
6. touring
7. catching
8. reading
9. to understand
10. picked

Unit 6
Transformation of Sentences

Objectives

After the completion of this unit, you would be able to–

- understand clauses.
- compare all kinds of sentences.
- transform sentences.

Overview:

Lesson 1: *Affirmative and Negative Sentences*
Lesson 2: *Interrogative, Exclamatory, and Imperative Sentences*
Lesson 3: *Simple, Complex, and Compound Sentences*
Lesson 4: *Degree*
Lesson 5: *Active and Passive Sentences*

Answer Key

Lesson 1 : Affirmative and Negative Sentences

Rules of transforming Affirmative into Negative Sentences or vice versa:

1. **Sentences with 'only/alone', changes into 'none but/nothing but/not more than/not less than'**

   Examples:

   a. Affirmative: *A brave man alone can do this.*
   Negative: *None but a brave man can do this.*

   b. Affirmative: *I need a book only.*
   Negative: *I need nothing but a book.*

   c. Affirmative: *I need ten taka only.*
   Negative: *I don't need more than ten taka.*

2. **'Must/have to/can' turns into 'cannot but'**

   Examples:

   Affirmative: *You have to drink clean water.*
   Negative: *You cannot but drink clean water.*

3. **'And/both' becomes 'not only ..but also'**

   Example:

   Affirmative: *He ate eggs and vegetables.*
   Negative: *He ate not only eggs but also vegetables.*

4. **'Every' becomes 'there in no ...but'**

   Example:

   Affirmative: *Every mother loves her child.*
   Negative: *There is no mother but loves her child.*

   Note:

   In case of 'everybody', an affirmative sentence can also be changed into negative using 'nobody' and 'opposite of verb/adjective':

   Example:

   Affirmative: *Everybody likes flowers.*
   Negative: *Nobody dislikes flowers.*

5. **'Always' in affirmative becomes 'never + opposite word' in negative statements:**
   Example:
   Affirmative: *I am always against of smoking.*
   Negative: *I am never in favour of smoking.*

6. **Universal truths are changed into 'interrogative negative sentences':**
   Example:
   Affirmative: *Knowledge is power*
   Negative: *Isn't knowledge power?*

7. **Many affirmative can be changed into negative by using negative word 'Not' and an 'opposite word' of the verb:**
   Example:
   Affirmative: *I missed the train.*
   Negative: *I could not catch the train.*

8. **'Sometimes' in affirmative becomes 'not always' in negative:**
   Example:
   Affirmative: *The poor are sometimes happy.*
   Negative: *The poor are not always happy.*

9. **'Many' becomes 'not a few':**
   Example:
   Negative: *I don't have many dolls.*
   Affirmative: *I have a few dolls.*

10. **'Too..to' in affirmative becomes 'so ... that ...+ cannot + verb':**
    Example:
    Affirmative: *He is too weak to walk.*
    Negative: *He is so weak that he cannot walk.*

11. **'As soon as' in Affirmative becomes 'No sooner had...than' in Negative:**
    Example:
    Affirmative: *As soon as he came, the students stood up.*
    Negative: *No sooner had he came than the students stood up.*

12. **'As+ adjective + as' in affirmative becomes 'not less + adjective... than' in negative sentence:**

    Example:

    Affirmative: *Rahim is as good as Karim.*

    Negative: *Rahim is not less good than Karim.*

Exceptional:

Affirmative: *Where there is smoke, there is fire.*

Negative: *There can be no smoke without fire.*

Affirmative: *All must die.*

Negative: *None can escape death.*

Affirmative: *I come here for the last time.*

Negative: *I will never come here again.*

Exercise A

Change the sentences into negative:

1. He is honest.
2. I will never forget you.
3. Where there is fire, there is smoke.
4. Jamil is the best student.
5. As soon as the teacher arrived, the noise stopped.

Exercise B

Change the sentences into affirmative:

1. The old man is so weak that he cannot walk.
2. None but the brave deserve the fair.
3. No sooner had I reached the station than the train left.
4. Nobody likes a liar.
5. Not only Rina but also Rahim will go there.

Answer Key

A

1. He is not dishonest.
2. I will always remember you.
3. There is no fire without smoke.
4. No other student is as good as Jamil.
5. No sooner had the teacher arrived than the noise stopped

B

1. The old man is too weak to walk.
2. Only the brave deserve the fair.
3. As soon as I reached the station, the train left.
4. Everybody dislikes a liar.
5. Both Rina and Rahim will go there.

Lesson 2 : Interrogative, Exclamatory, and Imperative Sentences

Rules of Transforming Assertive into Interrogative Sentences:

1. **In case of auxiliary verb:**

   Example:

   Affirmative: *Smoking is a bad habit.*

   Interrogative: *Isn't smoking a bad habit?*

2. **Affirmative sentence without auxiliaries are changed into interrogative with 'Wh' question word + Do/did/Does:**

   Example:

   Affirmative: *All hates a liar.*

   Interrogative: *Who doesn't hate a liar?*

3. **Nobody/none/never/no are changed into who + affirmative verb, and anybody/ever are changed into who + negative verb:**

   Example:

   Assertive: *None can deny the truth.*

   Interrogative. *Who can deny the truth?*

   Assertive: *Anyone can do it.*

   Interrogative: *Who can't do it?*

4. **Questions with 'do/did/does':**

   Example:

   Negative: *He said nothing about the matter.*

   Interrogative: *Did he say anything about the matter?*

5. **'There is no.../nothing but' becomes 'who/what is...':**

   Example:

   Negative: *There is no use of this book.*

   Interrogative: *What is the use of this book?*

   Negative: *Our life is nothing but a struggle.*

   Interrogative: *What is our life but struggle?*

Rules of Transforming Assertive to Imperative Sentences:

1. **Starting with a verb:**
   Example:
   Affirmative: *You are ordered to go there.*
   Imperative: *Go there.*
   Negative: *You are forbidden to drink.*
   Imperative: *Don't drink.*

2. **Starting with 'let':**
   Example:
   Affirmative: *You are commanded to let him go.*
   Imperative: *Let him go.*

Rules of Transforming Affirmative to Exclamatory Sentences:

1. **What a/how:**
   Affirmative: *It is a great river.*
   Exclamatory: *What a great river it is!*

2. **If I were/If had....:**
   Affirmative: *I wish I were a king.*
   Exclamatory: *If I were a king!*
   Affirmative: We regret that man is dead.
   Exclamatory: Alas! The man is dead.

Exercise A

Change the sentences from Affirmative into Interrogative

1. Nobody can do it.
2. I can never forget you.
3. You are a coward.
4. He can do the work.
5. Everybody wants to be win.

Exercise B

Change the sentences from Affirmative into Exclamatory

1. The night is very beautiful.

2. It is a very wonderful scene!
3. I wish I were a king.
4. I wish I had the wings of a bird.
5. You draw very well.

Exercise C

Change the sentences from Affirmative into Imperative

1. You should do the work.
2. He should do the work.
3. You should always speak the truth.
4. You are requested to help me.
5. We should not break the rules of the company.

Answer Key

A

1. Who can do it?
2. Can I ever forget you?
3. Aren't you a coward?
4. Can't he do the work?
5. Who doesn't wish to be win?

B

1. How beautiful the night is!
2. What a wonderful scene it is!
3. If I were a king!
4. Had I the wings of bird!
5. How well you draw!

C

1. Do the work.
2. Let him do the work.
3. Always speak the truth.
4. Please, help me.
5. Let us not break the rules of the company.

Lesson 3 : Simple, Complex, and Compound Sentences

The sentences are classed in three categories depending on the number and types of finite clauses.

i. Simple Sentence
ii. Compound Sentence
iii. Complex Sentence

i) Simple Sentence

The sentence contains a subject and a verb and expresses a complete thought.

Example:

Rahman *(subject)* ***plays*** *(verb) football every afternoon.*

In this type of sentence, there is only one independent clause and there might be multiple dependent clauses joined by non-finite verbs (gerund, participle, infinitive. See Unit 3). But there can be only one finite verb.

Example:

While ***going*** *(non-finite verb: present participle) there,* ***I*** *(subject)* ***met*** *(finite verb) him.*

Despite ***being*** *(non-finite verb: present participle) sick, he* ***attended*** *(finite verb) the meeting.*

There is no use of conjunction (to join clauses) in simple sentences. But joining words can be used by ‘and’.

Bread ***and*** *butter are my breakfast.*

Rahman ***and*** *Selim are two friends.*

ii) Compound Sentence

In this type of sentence, there are multiple independent clauses and no dependent clause. All the clauses are joined together by coordinating conjunctions. Such sentences have two finite verbs and two subjects.

List of Coordinating Conjunctions

Coordinating conjunctions connect two equal parts of a sentence. Here are they:

And, but, nor, or, so, yet

Examples:

I (subject) ***tried*** *(finite verb) to speak Spanish, and my friend (subject)* ***tried*** *(finite verb) to speak English.*

Rahman (subject) ***played*** *(finite verb) football, so Ria (subject)* ***went*** *(finite verb) for shopping.*

iii) Complex Sentence

This type of sentence consists of at least one independent clause and one dependent clause. There are two finite verbs joined by subordinating conjunction.

Subordinate conjunctions connect two unequal parts, e.g., dependent and independent clauses. Here is the list of subordinating conjunctions:

Since, as, when, though, although, so that, whenever, because, than, whereas, that, wherever, that, whether, if, though, which, till, while, unless, who, until, why, how, what

Examples:

When (subordinator) he (subject) ***handed*** *(finite verb) in his homework, he (subject)* ***forgot*** *(finite verb) to give the teacher the last page.*

The teacher (subject) ***returned*** *(finite verb) the homework after (subordinator) she (subject)* ***noticed*** *(finite verb) the error.*

The students (subject) ***are studying*** *(finite verb) because (subordinator) they (subject)* ***have*** *(finite verb) a test tomorrow.*

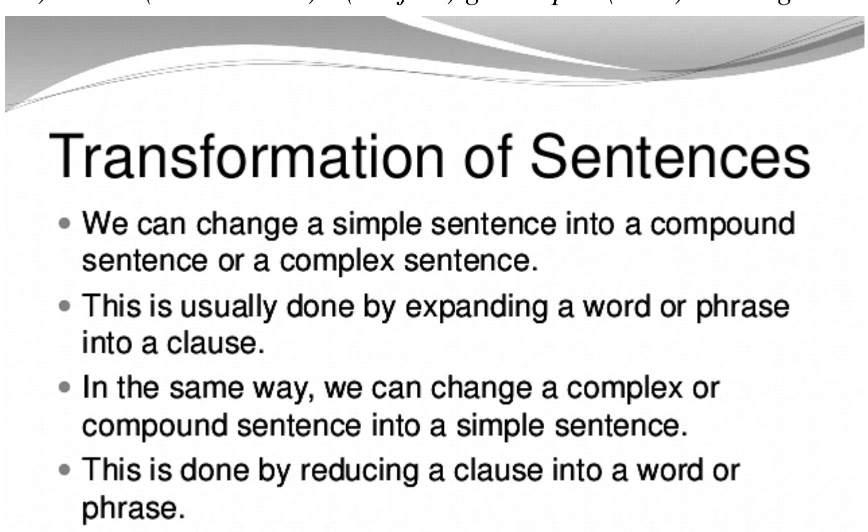
Roy (subject) and Rahman (subject) went (finite verb) to the movies after (subordinator) they (subject) finished (verb) studying.

Complex sentences with relative pronouns as subordinators/subordinating conjunctions:

The woman (subject), ***who*** *(subordinate) my mom (subject) talked to,* ***sells*** *(verb) cosmetics.*

The book (subject) ***that*** *(subordinate) Ria (subject) read* ***is*** *(verb) on the shelf.*

The town (subject) ***where*** *(subordinate) I (subject) grew up* ***is*** *(verb) in Bangladesh.*



Rules of Transforming Complex-Simple-Compound Sentences:

To Transform into Simple Sentence:

a) Use non-finite verb
b) Don't use any conjunction.

c) Always maintain the meaning of the given sentence

To Transform into Compound Sentences:

a) Use coordinating conjunctions like and/but/or/and/so/and then
b) Use separate subjects and verbs for each clause
c) Always maintain the meaning of the given sentence

To Transform into Complex Sentence:

a) Use subordinating conjunctions like though/since/as/when/relative pronoun
b) Use separate subjects and verbs for each clause
c) Always maintain the meaning the of given sentence

Examples:

1. ***When/as/since/because (Complex) ---- verb+ing or being+v3 or because of (Simple) --- and (Compound)***

   Example:

   Complex: ***When*** *he saw the police, he ran away.*

   Simple: ***Seeing the police*** *he ran away.*

   Compound: *He saw the police* **and** *ran away.*

   Complex: ***As*** *he was ill, he could not come.*

   Simple: ***Being ill****, he could not come. / Because of his illness, he could not come.*

   Compound: *He was ill* **and** *so he could not come.*

2. ***If/Unless (Complex) --- by+verb+ing/without+verb+ing (Simple) --- or (Compound)***

   Example:

   Complex: ***If*** *you work hard you will succeed.*

   Simple: ***By working hard*** *you will succeed.*

   Compound: *Work hard* ***or*** *you won't succeed.*

3. **Relative pronoun (wh word/that) (Complex) ---- non-finite form/direct adjective/adverb (Simple) --- and (Compound)**

   Example:

   Complex: *The sum* **which** *has been done by him was very hard.*

   Simple: *The sum* **done** *by him was very hard.* (Participle)

   Compound: *The sum was done by him* **and** *it was very hard.*

Complex: *Salam is a boy* ***who*** *is very intelligent.*
Simple: *Salam is a very intelligent boy.*
Compound: *Salam is a boy* ***and*** *he is very intelligent.*

Complex: *It was daylight* ***when*** *he woke up.*
Simple: *He woke up* ***at*** *daylight.*
Compound: *He woke up* ***and*** *it was daylight.*

Complex: *He admitted* ***that*** *he was guilty.*
Simple: *He admitted his guilt.*
Compound: *He admitted* ***and*** *he was guilty.*

4. ***Though/Although (complex) --- inspite of/despite (simple) + but (compound)***
   Example:
   Complex: ***Though*** *he tried hard, he failed.*
   Simple: ***In spite of*** *trying hard, he failed.*
   Compound: *He tried hard* ***but*** *failed.*

5. ***So... that (Complex) --- to infinitive (Simple) --- and (Compound)***
   Example:
   Complex: *We eat so* ***that*** *we can live well.*
   Simple: *We eat* ***to*** *live well.*
   Compound: *We eat* ***and*** *we live well.*

Exercise A

Change the Simple sentences into Complex
1. I saw a beautiful girl.
2. Being sincere and hardworking, Mitu earned the reward.
3. She was too poor to educate her children.
4. I have informed him of his success.
5. In spite of his being tall, he does not play basketball.

Exercise B

Change the Complex sentences into Compound
1. Though he is not sick, he feels weak.

2. As soon as the electricity went out, the thief entered the house.
3. If you work hard, you will shine in life.
4. If you do it, you will die.
5. The man went home so that he could see his grandson.

Exercise C

Change the Compound sentences into Simple

1. I went to his home but he did not meet me.
2. He was ill and so he could not attend the meeting.
3. I woke up and received your phone call.
4. Work hard and you will be successful.
5. Sadman saw a snake and killed it at once.

Answer Key

A

1. I saw a girl who was beautiful.
2. As Mitu is sincere and hardworking, she earned the reward.
3. She was so poor that she could not educate her children.
4. I have informed him that he has succeeded.
5. Though he is tall, he does not play basketball.

B

1. He is not sick, yet he feels weak.
2. The electricity went out and the thief entered the house.
3. Work hard and you will shine in life
4. Do it and you will die.
5. The man wanted to see his grandson and so he went home.

C

1. In spite of my going to his home, he did not meet me.
2. Because of his being ill, he could not attend the meeting.
3. Waking up, I received your phone call.
4. By working hard, you will be successful.
5. Immediately after seeing a snake, Sadman killed it.

Lesson 4 : Degree

According to degree of adjective, sentences are three kinds:

1. Positive Sentence
2. Comparative Sentence
3. Superlative Sentence

Rules of Transforming Superlative/Comparative/Positive Sentences:

1. ***No other... as…as (Positive) --- Comparative form of adjective + than any other (Comparative) --- superlative form of adjective (Superlative):***

   Example:

   Positive: *No other city is as big as Dhaka in Bangladesh.*

   Comparative: *Dhaka is bigger than any other city in Bangladesh.*

   Superlative: *Dhaka is the biggest city in Bangladesh.*

2. ***Very few... as...as (Positive) --- comparative form of adjective + than most other (Comparative) --- one of the + superlative form of adjective (Superlative):***

   Example:

   Positive: *Very few metals are as precious as gold.*

   Comparative: *Gold is more precious than most other metals.*

   Superlative: *Gold is one of the most precious metals.*

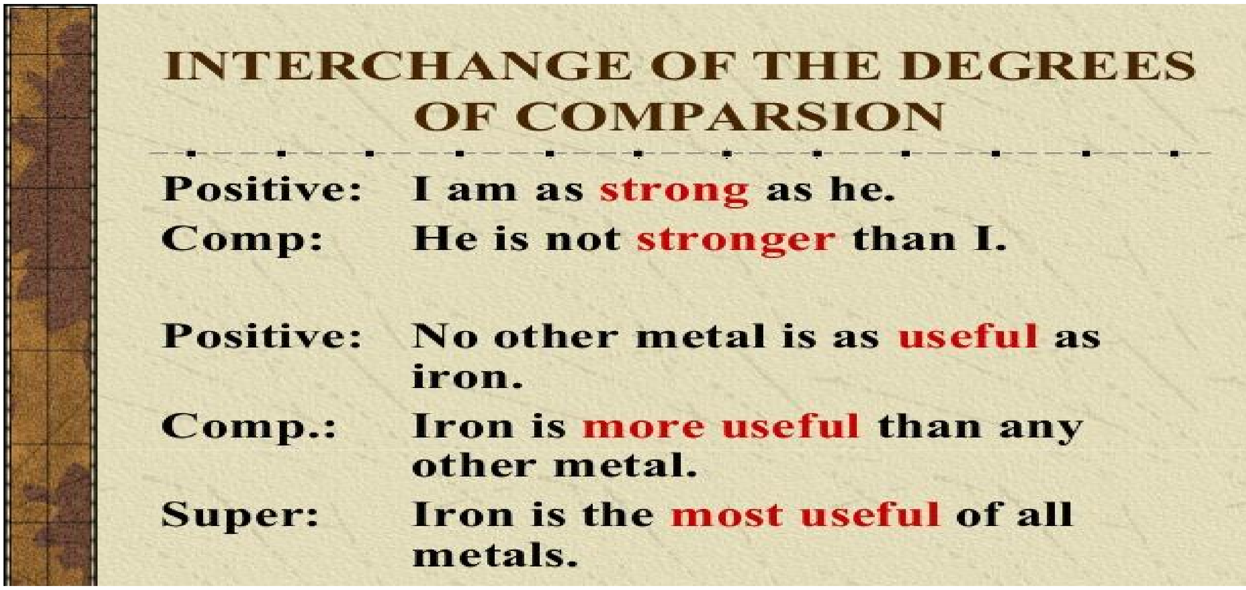
   Note:

   Some are transformed by using 'not':

   Example:

   Positive: *Karim is as good as Rahim.*

   Comparative: *Rahim is not better than Karim.*



Exercise A

Change from Positive to Comparative Degree

1. No other dish in the menu is as cheap as mutton chop.
2. Very few countries in the world are as small as Bangladesh.
3. He is as strong as lion.

Exercise B

Change from Comparative into Superlative Degree

1. Rumi is better than any other boy in the class.
2. Shimu is smaller than most other girls in the team.
3. Chittagong is bigger than any other seaport in Bangladesh.

Exercise C

Change from Superlative into Positive Degree

1. It writes the finest of any pen.
2. The cow is one of the most useful animals.
3. Shakespeare is the greatest of all dramatists.

Answer Key

A

1. Mutton chop is cheaper than any other dish on the menu.

2. Bangladesh is smaller than most other countries in the world.
3. He is not less strong than a lion.

B

1. Rumi is the best boy in the class.
2. Shimu is one of the smallest girls in the team.
3. Chittagong is the biggest seaport in Bangladesh.

C

1. No other pen writes as good as it.
2. Very few animals are as useful as the cow.
3. No other dramatist is as great as Shakespeare.

Lesson 5 : Active and Passive Sentences

Active Sentence means the subject of the sentence is the doer of the action.

Example:

He *(subject: doer)* ***plays*** *football.*

Passive Sentence means the subject of the sentence is not the doer of the action. In three situations, passive is mandatory:

a. When the subject is unknown
b. When the subject is unnecessary to mention
c. When the speaker wants to hide the subject

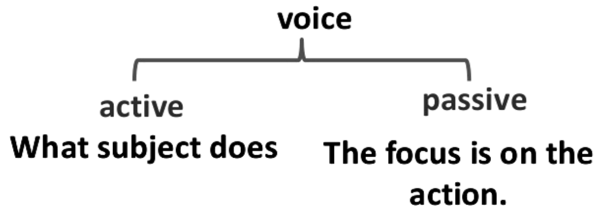
Note: Learn more in Unit 4 about Active and Passive Voice

Example:

He *(subject: non-doer) was arrested last night.*

Note: Here the doer is the police which is hidden in the meaning and it is unnecessary to mention this subject.

Active and passive voice



Active : I must do it.

Passive : It must be done by me.

While transforming, the object (non-doer) in the active becomes the subject (non-doer) in the passive. And the subject in the active becomes the object. Usually preposition 'by' is used in the passive to add the subject in the active.

Finite Verb changes according to the table of tense:

	Tense	Active	Passive
1.	Present Simple	v1	am/is/are + v3
2.	Present Continuous:	am/is/are + v1 + ing	am/is/are + being + v3
3.	Present Perfect	has/have been + v1 + ing	has/have + been + v3
4.	Present Perfect Continuous	has/have been + v1 + ing	has/have + been + being + v3
5.	Past Simple	v2	was/were + v3
6.	Past continuous	was/were + v1 + ing	was/were + being + v3
7.	Past Perfect	had + v3	had + been + v3
8.	Past Perfect Continuous	had been + v1 + ing	had been + being + v3
9.	Future Simple	will + v1	will be + v3
10.	Future Continuous	will be + v1 + ing	will be being + v3
11.	Future Perfect	will have + v3	will have been + v3
12.	Future Perfect Continuous	will have been + v1 + ing	will have been + being + v3

Affirmative Sentence

Example:

Passive: Geetanjali was written by Tagore.

Here the subject 'Geetanjali' is the subject and it is not the doer of the verb 'written'. The doer is 'Tagore' which is an object (predicate) here. When non-doer becomes subject, the sentence is called Passive. And as it is in Past Simple Tense, so the structure is:

Subject + was/were + v3 (past participle form of verb) + object. (No 5 in the table)

Active: Tagore wrote Geetanjali.

Here Tagore is the subject and the doer. So the sentence is Active. As it is in Past Simple Tense, the structure is: Subject + v2 (past form of verb) + object.

When the doer is unknown, 'by + object' is not used:

Example:

*Passive: My watch **was stolen**.*

Here the doer (who did the action) is unknown, so there is object in the sentence.

In some cases, when the object in active is material or substance, 'by' preposition is not used, rather than 'with' is used:

Example:

Active: Gas ***filled*** the kitchen.

Passive: The kitchen ***is filled*** with gas.

Sometimes, there are two objects (non-doers) in active sentences.

For example:

Active: *He **teaches** us English.*

'English' and 'us' both are objects and non-doers. It can be made passive in two ways. Both are correct:

Passive: *English **is taught** to us by him.*

Passive: *We **are taught** English by him.*

Unchanged extension/compliment of verb:

Active: *They kept me waiting.*

Passive: *I **was kept** waiting.*

Here the word waiting is the compliment of the verb and it is not changed in passive.

Some sentences are always passive:

For example: Get + past participle:

*I **got dressed** as quickly as possible.*

*Someone **got hurt** in the accident.*

Other prepositions except 'by':

Active: *Your conduct surprises me.*

Passive: *I **am surprised at** your conduct.*

Active: *This news alarmed us*

Passive: *We **are alarmed at** this news.*

With infinitive:
(Bare infinitive words, See Unit 3, Lesson 3)
Active: make/see/hear/help/watch + v1
Passive: make/see/hear/help/watch + to + v1
Example:
Active: *He made me laugh.*
Passive: *I **was made to** laugh.*

Active: *He saw a mango fall.*
Passive: *A mango **was seen to** fall.*

In case of infinitive:
Active: To + v1
Passive: To + be + v3
Example:
*Active: I want **to do** it.*
*Passive: It is wanted **to be done** by me.*

Note: Here both verbs (finite and non-finite) are changing.

In case of Modal:
Active: Modal + v1
Passive: Modal + be + v3
Example:
*Active: I **can do** it.*
*Passive: It **can be done** by me.*

Interrogative Sentence

a. Do/did/does in active sentences becomes is/are/was/were in passive sentences.
Example:
Active: *Do you want it?*
Passive: ***Is** it **wanted** by you?*

b. question statements with auxiliary verbs in active sentences:
Active: *Can they solve this?*
Passive: *Can this **be solved** by them?*

c. In 'Wh' question word sentences:

Active: *What do you want?*

Passive: *What **is wanted** by you?*

Imperative Sentence

In case of order/command:

A passive imperative begins with 'let', followed by the object in the active.

Example:

Passive: Let + subject + be + v3 (past participle)

Active: Let her to wait here.

*Passive: Let her **be told** to wait here.*

Active: Close all the gates.

*Passive: Let all the gates **be closed**.*

In case of advice/suggestion:

Passive: should/must + be + past participle

Active: Take medicine on time.

*Passive: Medicine **should be taken** on time.*

Imperative request:

Active: Please give me some more time.

*Passive: You **are requested** to give me some more time.*

Multiple Clauses

In case of 'it is..' or 'there is…' the first clause remains unchanged, and the rest changes according to structure.

Example:

Active: It is time to change our home.

*Passive: It is time our home **to be changed**.*

Active: There is no time to lose.

*Passive: There is no time **to be lost**.*

In other cases, the whole object becomes the subject:

Active: Everyone says that he is a fool.

*Passive: That he is a fool **is said** by everyone.*

In case of universal/general statements, 'it is believed', or 'it is hoped', 'it is said' is used in passive. The rest of the clause remains unchanged.

Active: People believe that he is skilled.
Passive: It ***is believed*** *that he is skilled.*

Compound Sentences
Active: They draft applications and type them.
Passive: Applications ***are drafted*** *and* ***typed****.*

Taking a new verb:
Active: He reads two hours.
Passive: Two hours ***are taken*** *in reading by him.*

Universal truth:
Active: The sun rises in the East.
Passive: ***It is said*** *the sun rises in the East.*

When adjective is object in active:
Active: Honey tastes sweet.
Passive: Honey is sweet when it ***is tasted****.*

When subject is the object of the verb:
Active: The cows are milking.
Passive: The cows are being milked.

Exercise

Change the sentences into passive:
1. The people of Bangladesh mainly eat rice.
2. He annoys me.
3. Panic seized me.
4. Fire burnt the ship.
5. The lady fans herself.
6. Honey tastes sweet.
7. The man knew me.
8. Are they making a noise is the class?
9. Buy me a book.
10. Do the work.

Answer Key

1. Mainly rice is eaten in Bangladesh.
2. I am annoyed at him.
3. I was seized with panic.
4. The ship was burnt.
5. The lady is fanned by herself.
6. Honey is sweet when tasted.
7. I was known to the man.
8. Is noise being made by them in the class?
9. Let a book be bought for me.
10. Let the work be done.

Unit 7
Speech/Narration

Objectives:

After the completion of this unit, you would be able to–

- explain speech or narration.
- explain the difference between direct and indirect speeches.
- use the general rules for changing direct speech into indirect one.

Overview:

Answer Key

Lesson 1: Speech

The utterance or sentence that a speaker says is called speech.

We may narrate the speech of a speaker in two ways –

a. We may directly quote his/her actual words. This is called Direct Speech or Direct Narration since we do not make any change to the speech of a speaker at the time of saying it.
b. We may narrate what he/she said without directly quoting his/her actual words. This is called Indirect Speech or Indirect Narration since we make changes to the speech of the speaker at the time of reporting it.

   Direct: Ragib said, “I am very busy now”.

   Indirect: Ragib said that he was very busy then.

It will be noticed that in Direct Speech, we use Inverted Comma (“…”) to mark off the exact words of the speaker. In Indirect Speech, we do not.

In the direct speech, there are two basic parts – i) Reporting Verb, ii) Reported Speech. In the example of direct speech given above, “I am very busy” is kept inside the inverted commas. So, “I am very busy” this sentence is the Reported speech. On the other hand, the verb ‘said’ is used by the Ragib to report his speech. That is why, ‘said’ is the Reporting verb.

It will be further noticed that in changing the above Direct Speech into Indirect certain changes have been made.

I) Conjunction that has been used before indirect statement.
II) The pronoun ‘I’ is changed to ‘he’. (The Pronoun is changed in Person.)
III) The verb ‘am’ is changed to ‘was’. (Present Tense is changed to Past)
IV) The adverb ‘now’ is changed to ‘then’.

General Rules of Changing Tense:

Rule 1: If the reporting verb in the direct speech is in the Present Tense, Present Perfect Tense or Future Tense, then the Tense of the verb of the Reported Speech does not change. Only the persons change.

Direct: She says, “I am happy”.
Indirect: She says that she is happy.
Direct: Rana has said, “I have taken my lunch”.
Indirect: Rana has said that he has taken his lunch.
Direct: Salma will say, “I love ice-cream”.
Indirect: Salma will say that she loves ice-cream.

Rule 2: When the reporting or principal verb is in the Past Tense, all Present tenses of the Direct speech are changed into the corresponding Past Tenses.

a. A simple present becomes a simple past such as –

   Direct: He said, “I am sick”.

   Indirect: He said that he was sick.

b. A present continuous becomes a past continuous such as –

   Direct: She said, “My mother is cooking food”.

   Indirect: She said that her mother was cooking food.

c. A present perfect becomes a past perfect such as –

   Direct: Jaki said, “I have finished my home task”.

   Indirect: Jaki said that he(Jaki) had finished his home task.

d. A present perfect continuous becomes a past perfect continuous such as –

   Direct: The students said, “We have been waiting for the bus for two hours.”

   Indirect: The students said that they had been waiting for the bus for two hours.

Rule 3: Changing the Past Simple and Past Perfect Tense of the Direct speech at the time of making indirect.

a. If the reporting verb is in the Past tense, the Past Simple tense of the Direct Speech is changed into Past Perfect Tense. For example –

   Direct: He said, “The man died in the last night”.

   Indirect: He said that the man had died in the last night.

b. If the reporting verb is in the Past tense, the Past Continuous Tense of the Direct Speech is changed into Past Perfect Continuous Tense. For example –

   Direct: Jaki said, “He was playing football.”

   Indirect: Jaki said that he had been playing football.

The past continuous tense of the direct speech can remain same in the indirect speech. For example –

Direct: Jaki said, “He was playing”

Indirect: Jaki said that he was playing.

Note: Past Perfect Tense and Past Perfect Continuous Tense do not change their forms in the Indirect Speech.

Rule 4: The 'shall' of the Future Tense is changed into 'should' and the 'will' is changed into 'would'.

Direct: Tamim said, "I shall go to Dhaka the next day".

Indirect: Tamim said that he should go to Dhaka the next day.

Direct: Ruma said, "I will study hard".

Indirect: Ruma said that she would study hard.

Rule 5: The tenses may not change if the statement is still relevant or if it is a universal truth. We can often choose whether to keep the original tenses or change them. The past tense is often used when it is uncertain if the statement is true or when we are reporting objectively.

Direct: "I know his address", said Kamal.

Indirect: Kamal said that he knows/knew her address.

Direct: The teacher said, "The earth moves round the sun".

Indirect: The teacher said that the earth moves/moved round the sun.

Direct: Emu said, "English is easy to learn".

Indirect: Emu said that English is/was easy to learn.

Rule 6: If the reporting verb is in the Present Tense, the tenses of the Direct speech do not change in the Indirect Speech. For example –

Direct: He says, "He is busy".

Indirect: He says that he is busy.

Direct: He has just said, "He is going to America".

Indirect: He has just said that he is going to America.

Direct: Ruma says, "She has passed the examination".

Indirect: Ruma says that she has passed the examination.

Rule 7: The modal auxiliaries (will, shall, can, may) of the Direct Speech are changed into (would, should, could, might) in the Indirect Speech respectively. For example –

Direct: Father said to me, "You will go to school tomorrow".

Indirect: Father said to me that I would go to school the next day.

Direct: Raju said, "I shall call him".

Indirect: Raju said that he should call him.

Direct: He said, "I can finish the work".

Indirect: He said that he can finish the work.

Direct: Rakib said, "I may stay here tonight".

Indirect: Rakib said that he might stay there that night.

Rule 8: could, might, should, ought to, would, used to, etc. remains unchanged in Indirect Speech.

Direct: The teacher said to the student, “You might go now”.

Indirect: The teacher told the student that he might go then.

Direct: The teacher said to the students, “You ought to respect your parents”.

Indirect: The teacher told the students that they ought to respect their parents.

Rules for Changing Person

Rule 9: The pronouns of the Direct Speech are changed, where necessary, so that their relations with the reporter and his hearer, rather than with the original speaker, are indicated. Observe the following examples:

Direct: He said to me, “I don’t believe you”.

Indirect: He said that he didn’t believe me.

Direct: She said to him, “I do not follow you”.

Indirect: She said to him that she didn’t follow him.

Direct: I said to him, “I don’t like you”.

Indirect: I told him that I didn’t like him.

Direct: I said to you, “I don’t believe you”.

Indirect: I said to you that I didn’t believe you.

i. The First Person within the Reported Speech is changed according to the Person of the Subject of the Reporting Verb.

Direct: He said to me, “I live in Dhaka.”

Indirect: He said to me that he lived in Dhaka.

ii. The Second Person within the Reported Speech is changed according to the Person of the Object of the Reporting Verb.

Direct: He said to me, “You have done well.”

Indirect: He said to me that I had done well.

iii. The Third Person within the Reported Speech does not change. For Example –

Direct: I said to Rana, “Raju has done a very good job”.

Indirect: I said to Rana that Raju had done a very good job.

Direct: I said to you, “she is cooking”.

Indirect: I said to you that she was cooking.

iv. Generally ‘We’ does not change in the Indirect Speech.

Direct: The teacher said, “We should pay respect to our parents.

Indirect: The teacher said that we should pay respect to our parents.

Rule 10: Words expressing ***nearness*** in *time* or *place* are generally changed into words expressing ***distance*** in *time* and *place*. Thus –

now	becomes	*then*	*today*	”	*that day*
here	″	*there*	*tomorrow*	″	*the next day*
ago	″	*before*	*yesterday*	″	*the day before*
thus	″	*so*	*last night*	″	*the night before*
this	″	*that*	*these*	″	*those*

Direct: He said, “I am glad to be here this evening”.
Indirect: He said that he was glad to be there that evening.

Lesson 2 : Assertive Sentence

General rules:

In changing Assertive Sentence into Indirect Speech –

(a) say/said, or tell/told are used depending on the tense
(b) inverted comma {“ ”} is omitted and conjunction “that” is used, and finally
(c) the subject of the reported speech and verb, and the remaining parts are used.

Direct: Jaki Said, “I am eating rice”.
Indirect: Jaki said that he was eating rice.
Direct: Raju said, “I will go to Dhaka tomorrow”.
Indirect: Raju said that he would do to Dhaka the next day.
Direct: Mother said to her child, “You are a bad boy”.
Indirect: Mother said to her child that it (child) was a bad boy.
Direct: Teacher said to the students, “You have done well in the examination”.
Indirect: Teacher said to the students that they had done well in the examination.

Exercise:

A. Change the following direct speeches into indirect ones.

1. The man says, “I shall do it.”
2. He says, “I went there yesterday.”
3. He says, “I am ready to go.”
4. She said, “I want to go.”
5. I said, “I have learnt my lesson.”
6. Karim said, “I am learning English.”
7. Jaki said, “I can do it.”
8. He said, “I am going to Dhaka.”
9. Shammi said, “I went to school.”
10. Ruma says, “She loves cricket.”
11. Teacher says, “The earth moves round the sun.”
12. Mina said to me, “I was sick.”
13. He said, “I was reading a book.” Mother said, “I have finished cooking.”
14. Rana says, “I never tell a lie.”
15. Ragib said, “You did not help me.”

B. Change the following indirect speeches into direct ones.

1.He said that he is ready to go.

2. He said that he was sorry for being late that day.

3. She said that she had not heard the news.

4. He told me that he was there to help me.

5. He said that he was fourteen years old.

6. The teacher said that twelve months make a year.

7. She said that she had been ill the previous day.

8. He said that he was reading a newspaper.

9. My friend said that she did not know her.

10. She said that the children sang, danced and played.

Lesson 3 : Interrogative Sentence

Rules for Changing Interrogative Sentence into indirect speech

In changing Interrogative Sentence into Indirect Speech –

(a) The Reporting Verb is changed into 'ask', 'enquire of' etc.

(b) If the Reported Speech starts with an Auxiliary Verb (do, does, did, shall, will, am, is, are, were, were, can, may, have, has, had), then 'If/whether' is used instead of 'that'.

(c) If the Reported Speech starts with an Interrogative Pronoun (who, whom, whose, what, which, etc.) and interrogative Adverb (where, how, when), then instead of 'If/whether' that 'WH' word is used.

(d) The sentence is converted to Assertive sentence.

For Example:

Direct: Rana said to his mother, "is the food ready?"

Indirect: Rana asked his mother if the food was ready.

Direct: He said to me, "Are you going to school?"

Indirect: He asked me if I was going to school.

Direct: Teacher said to the students, "Have you finished your task?"

Indirect: Teacher asked the students if they had finished their task.

Direct: He said to me, "What are you saying?"

Indirect: He asked me what I was saying.

Direct: "Where is the bank", asked the stranger.

Indirect: The stranger inquired where the bank was.

Direct: The Policeman said to us, "Where are you going?"

Indirect: The Policeman inquired us where we were going.

Direct : He said to me, "Are you ill?"

Indirect: He asked (or enquired of) me if (or whether) I was ill.

Exercises:

A. Turn the following into Indirect speeches:

1. I said to him, "When will you do it?"
2. He said to me, "Do you like the work?"
3. They said to her, "Who are you and what do you want of us?"
4. You said to them, "Have you seen the man who came to me the other day?"

5. I said to him, “When did you see me and what do you think of me?”
6. She said to me, “Did you write to me before?”
7. He said to her, “When did you come to my place?”
8. You said to me, “Do you hear me?”
9. He said to me. “What are you doing?”
10. He said to me, “When will you go home?”
11. You said to me, “Why have you failed?”
12. He said to me, “Did you write a letter?”
13. The man said to the boy, “When will you go home?”
14. We said to them, “Have you seen the boy?”
15. I said to him, “How did you remember all the names?”

B. Turn the following into Direct speeches:

1. He asked me how I did the work.
2. She enquired when I would be able to help her.
3. They asked the boy why he had failed in the examination.
4. The boy asked his mother what she was sorry for.
5. They enquired me who I was and why I was with them.
6. I asked him if he would compete for the medal with my brother.
7. The man asked me when I would be able to help him.
8. The police asked me who I was and what I was doing there.
9. Farid asked his friend if he liked to stay with him.
10. They asked the boy why he had failed in the examination.

Lesson 4 : Imperative Sentence

In changing Imperative Sentence into Indirect Speech –

(a) The Reporting verb is changed into request/ order/command/advise.
(b) Inverted Comma is omitted and “to” is used.
(c) The remaining part of the reported speech is used accordingly.

For example:

Direct: He said to me, “Please lend me your pen”.
Indirect: He requested me to lend him my pen.
Direct: The teacher said to the students, “Always speak the truth”.
Indirect: The teacher advised the students to speak the truth always.
Direct: The captain said to his team mates, “attack now”.
Indirect: The captain ordered his team mates to attack then.
Direct : My friend said to me, “Go home at once.”
Indirect : My friend told or advised me to go home at once.
Direct : He said to me, “Do not go there.”
Indirect : He told or advised or ordered me not to go there.
Direct: I said to him, “Please explain the passage.”
Indirect : I requested him to explain the passage.
Direct : I said to him, “Excuse me, sir.”
Indirect : I begged him to excuse me.

If the Imperative Sentence is in Negative, then “not” is used after Reporting Verb and then comes “to”.

For example –

Direct: Mother said, “Do not tell a lie”.
Indirect: Mother advised not to tell a lie.
Direct: He said to me, “Do not go today”.
Indirect: He requested me not to go that day.

If there is ‘let’ in an Imperative Sentence, the Reporting Verb is changed into propose/suggest, the Inverted Comma is omitted and “that” is used. Then “they/we” + the verb of the Reported Speech and the rest of the parts. For Example –

Direct: He said to me, “Let us play football.”
Indirect: He proposed me that we should play football.
Direct: Jaki said to her, “Let us go for a walk.”

Indirect: Jaki proposed her that they should go for a walk.

Direct: I said to him, “Let us pray for the betterment of our country.”

Indirect: I proposed him that we should pray for the betterment of our country.

Direct : He said to me, “Let us go home.”

Indirect : He proposed or suggested to me that we should go home.

Direct : I said to him, “Let us have some music”.

Indirect : I proposed or suggested to him that we should have some music.

Direct : He said, “Let him do whatever he likes.”

Indirect : He said that he might (or might be allowed to) do whatever he liked.

Direct : He said, “Let me come in.”

Indirect : He requested that he might be allowed to come in.

Direct : He said to me, “Let him say whatever he likes, I shall certainly support.”

Indirect : He told me that he (a third person) might say whatever he liked, but he (the speaker) would certainly support me.

Exercises:

A. Turn the following into Indirect speeches:

1.He said to me, “Go home at once.” 2. He said to the teacher, “Please explain the poem.” 3. He said to me, “Let us walk fast.” 4. He said to me, “Let us come in.” 5. He said to me, “Let me have some milk.” 6. The man said to the boy, “Get out now.” 7. He said to me, “Do it now.” 8. Father said to his son, “Never go there.” 9. The teacher said to us, “Never tell a lie.” 10. The man said to me, “Please help me.” 11. The captain said, “Soldiers, march on.” 12. The leader said, “Friend, listen to me.” 13. He said to me, “Let us go there.” 14. He said to me, “Let me read now.” 15. He said, “Let him do it.” 16. He said to me, “Please let me go there.” 17. He said to them, “Do not come here.” 18. He said, “Let us try again.” 19. She said to me, “Let me read the story.” 20. The boy said to the principal, “Sir, please grant me leave in advance.”

B. Turn the following sentences into direct speeches:

1. He told me to go home. 2. I requested him to lend me a pen. 3. The beggar entreated me to give him a paisa. 4. The father ordered the boy not to mix with such friends. 5. He proposed that we should go out for a walk. 6. The girl begged her father to allow her to go. 7. I requested him to give me a glass of water. 8. He said that he might do whatever he liked. 9. Father advised his son never to dishonour the elders. 10. The passenger asked me to show him the way to the station.

Lesson 5 : Optative Sentence

In changing Optative Sentence into Indirect speech –

a. The Reporting Verb is changed into ‘wish’ or ‘pray’.
b. ‘That’ is used as a linking verb.
c. The Optative form is changed into statement.

For example –

Direct: Mother said to his son, “May you prosper in life”.
Indirect: Mother prayed that his son might prosper in life.
Direct: The Oldman said to the boys, “May Allah bless you.”
Indirect: The Oldman wished that Allah might bless them.
Direct: He said to me, “May you be happy.”
Indirect: He wished or prayed that I might be happy.
Direct: He said to you, “May God bless you.”
Indirect: He prayed that God might bless to.

Sentences that convey greetings, good-bye, farewell, etc. are changed in the following way: reporting verb is changed into ‘wish’ or ‘bid’, etc.

Direct: He said, “Good morning, my friend.”
Indirect: He wished good morning to his friend.
Direct: He said to Raju, “Good night, my friend.”
Indirect: He bade good night to his friend Raju.
Direct: The man said, “Farewell, my friend.”
Indirect: The man bade farewell to his friend.
Direct: Jaki said, “Good bye, my friend.”
Indirect: Jaki bade his friend good bye.

Exercises:

A. Turn the following into indirect speeches:

1. She said to me, “May you live long.”
2. The teacher said to us, “May you all succeed.”
3. The man said, “May Allah help you.”
4. They said, “Long live the king.”
5. Nadia said to me, “May you do well in the examination.”

6. He said to me, “May you win the game.”
7. Mother said, “May Allah save us.”
8. He said, “Good morning, Hasan.”
9. Rana said, “Good evening, my friend.”
10. He said, “Good night, my friend.”
11. He said, “Good bye, my friend.”
12. He said to Jaki, “Good morning, my friend.”

B. Turn the following into direct speeches:

1. The teacher wished that all his student might prosper in life.
2. The people prayed that Allah might do good to their chairman.
3. The boys sang wishing that the king might live long.
4. They prayed that Bangladesh might prosper day by day.
5. The saint wished that I might live long.
6. Father wished that his son might have a good job.
7. They prayed that Allah might bless the man with a child.
8. Mother wished/prayed that Shohag and Shobuj might shine in life.
9. The crowd wished that the chairman might live long.
10. Mr. Hasan prayed that Allah might save him.

Lesson 6 : Exclamatory Sentence

In changing Exclamatory Sentence into Indirect Speech –

a) The Reporting Verb is changed into “exclaim/exclaimed with joy or exclaimed happily” if the Direct Speech expresses joy or delight.
b) The Reporting Verb is changed into “exclaim/exclaimed with sorrow or grief, or exclaimed sadly” if the Direct Speech expresses sorrow or grief.
c) Inverted Comma is omitted and ‘that’ is used.
d) Sometimes, very/great is used to qualify the adjective.

For example:

Direct: He said, “Alas, I am undone”.

Indirect: He exclaimed sadly that he was undone.

Direct: Raju said, “How clever he is!”

Indirect: Raju exclaimed that he was very clever.

Direct: He said, “Bravo, we have won the game!”

Indirect: He exclaimed with joy that they had won the game.

Direct : He said, “What a fool I am!”

Indirect : He exclaimed with grief that he was a great fool.

Direct : He said, “Good-bye, my friends”.

Indirect : He bade his friends good-bye. (or, He bade good-bye to his friends)

Direct : “Bless his kind heart!” the cried.

Indirect : They blessed him for his kind heart.

Direct : “Bravo well done!” they cried.

Indirect : They applauded him that (or saying that) he had done well.

Direct : “So help me Heaven”, he cried, “I will never do so again.”

Indirect : He prayed to Heaven to help him in his resolve not to do so again.

Direct : He said, “By Jove, What a good news!”

Indirect : He swore by Jove that it was a very good news.

Direct : He said to me, “How happy you are!”

Indirect : He told me that I was very happy.

Direct : He said, “What a nice thing it is!”

Indirect : He said (or exclaimed with joy) that it was a very nice thing.

Direct : He said, “What was my joy to see the thing!”

Indirect : He said that his joy to see the thing was very great.

Exercise:

A. Turn the following into Indirect speeches:

1. I said to her, “May you live long.”
2. He said to you “May you all succeed.”
3. He said, “Well done!”
4. You said, “Good morning my friend, I am glad to meet you.’
5. He said, “What a fool I am!”
6. You said, “By God! I never meant you any harm.”
7. He said, “How charming the sight is!”
8. You said to me, “How clever your action was!”
9. I said to him, “What a nice fellow your brother is!”
10. You said, “Who does not wish to be happy”
11. You said, “Had I the means to do it!”
12. He said, “My God! I am undone.”

13. They said, “How cruel of him!”
14. He said, “Ah me, what a mistake it was!”
15. Direct: I said, “Who knew that this would happen!”

B. Turn the following into direct speeches:

1. The man exclaimed in grief that he was ruined.
2. The man exclaimed with sorrow that it was a great pity.
3. She exclaimed that it was a very dirty thing.
4. He swore by Jove that it was a very good news.
5. They cried out in joy that the sky was very clear.
6. He exclaimed that it was a very long journey.
7. He exclaimed in joy that I was a very funny boy.
8. He exclaimed in joy that they had won the game.
9. He man cried out in sorrow that he was undone.
10. He cried out with sorrow that he was a great fool.

Answer key:

Lesson 2:

Exercise A:

1.The man says that he will do that. 2. He says that he went there the previous day. 3. He says that he is ready to go. 4. She told that she wanted to go. 5. I told that I had learnt my lesson. 6. Karim told that he was learning English. 7. Jaki told that he could do that. 8. He told that he was going to Dhaka. 9. Shammi told that she had gone to school. 10. Ruma says that she loves cricket. 11. Teacher says that the earth moves round the sun. 12. Mina told me that she was sick. 13. He told that he was reading a book. 14. Rana says that he never tells a lie. 15. Ragib complained me that I did not help him.

Exercise B:

1. He said, “I am ready to go”. 2. He said, “I am sorry for being late today”. 3. She said, “I did not hear the news”. 4. He told me, “I am here to help you”. 5. He said, “I am fourteen years old”. 6. The teacher said, “Twelve months make a year”. 7. She said, “I have been ill yesterday”. 8. He said, “I am reading a newspaper”. 9. My friend said, “I do not know her”. 10. She said, “ The children sing, dance, and play”.

Lesson: 03

Exercise A:

1.I asked him when he would do that. 2. He asked me if I liked the work. 3. They asked her who she was and what she wanted of them. 4. You asked them if they have seen the man who have came to you another day. 5. I asked him when he have seen me and what he thought of me. 6. She asked me if I had written to her before. 7. He asked her when she had come to his place. 8.

You asked me if I heard you. 9. He asked me what I was doing. 10 He asked me when I would go home. 11. You asked me why I had failed. 12. He asked me if I had written a letter. 13. The man asked the boy when he would go home. 14. We asked them if they have seen the boy. 15. I asked him how he had remembered all the names.

Exercise B:
1.He said to me, “ How do you do the work?” 2. She said to me, “When will you be able to help me?” 3. They said to the boy, “Why had you failed in the examination?” 4. The boy said to his mother, “Why are you sorry for?” 5. They said to me, “Who are you and why are you with us?” 6. I said to him, “Will you compete for the medal with my brother?” 7. The man said to me, “When will you be able to help me?” 8. The police said to me, “Who are you and what are you doing here?” 9. Farid said to his friend, “Do you like to stay with me?” 10. The said to the boy, “Why did you fail in the examination?”

Lessson: 04
Exercise A:
1. He ordered me to go home at once. 2. He requested the teacher to explain the poem. 3. He proposed that we should walk fast. 4. He requested me to let them come in. 5. He requested me to let him give some milk. 6. The man ordered the boy to get out then. 7. He ordered me to do that then. 8. Father advised his son never to go there. 9. The teacher advised us never to tell a lie. 10. The man requested me to help him. 11. The captain ordered the soldiers to march on. 12. The leader requested to listen to him. 13. He requested me to let them go there. 14. He requested me to let him read then. 15. He requested to let him do that. 16. He requested me to let him go there. 17. He advised them not to go there. 18. He requested to let them try again.

Exercise B:
1. He said to me, “Go home.” 2. I said to him, “Please lend me a pen.” 3. The beggar said to me, “Please give me a paisa.” 4. The father said to the boy, “Do not mix with such friends.’ 5. He said to me, “Let us go out for a walk.” 6. The girl said to her father, “Please let me go.’ 7. I said to him, ‘Please give me a glass of water.” 8. He said, “I may do whatever I like.” 9. Father said to his son, “Never dishonor the elders.” 10. The passenger said to me, “ Show me the way to the station.”

Lesson : 05
Exercise A:
1. He wished that I might live long. 2. The teacher prayed that I might succeed all. 3. The man prayed that Allah might help me. 4. They wished that the king might live long. 5. Nadia wished that I might do well in the examination. 6. He wished that I might win the game. 7. Mother prayed that Allah might save us. 8. He bade good morning to his friend. 9. Rana bade good evening to his friend. 10. He bade good night to his friend. 11. He bade good bye to his friend. 12. He bade his friend Jaki good morning.

Exercise B:
1. The teacher said, “May all my students prosper in life.” 2. The people said, “May Allah do good to our chairman.” 3. The boys sang, “May the king live long.” 4. They said, “May Bangladesh prospers day by day.’ 5. The saint said, “May you live long.” 6. Father said to his son, “May you have a good job.” 7. They said to the man, “May Allah bless you with a child.”

8. Mother said, “May Shohag and Shobuj shine in life.” 9. The crowd said, “May the chairman live long.” 10. Mr Hasan said, “ May Allah save me.”

Lesson: 06

Exercise A:

1.I prayed that she might live long. 2. He wished that you might succeed all. 3. He applauded him that (or saying that) he had done well. 4. You bade your friend good morning and said that you were glad to meet him. 5. He exclaimed with sorrow that he was a great fool. 6. You lamented by the name of God that you never had meant any harm to him. 7. He exclaimed with joy that the sight was very charming. 8. You exclaimed with joy that my action was very clever. 9. I exclaimed with joy that his brother was a very nice fellow. 10. You told that everybody wish to be happy. 11. You exclaimed that you had the means to do that. 12. He exclaimed with sorrow that he was undone. 13. He exclaimed with sorrow that he was very cruel. 14. He exclaimed that it was a great mistake about him. 15. I exclaimed with wonder that none knew that would happen.

Exercise B:

1. The man said, “I am ruined!” 2. The man said, “What a pity it is!” 3. She said, “What a dirty thing it is!” 4. He said, “What a good news it is!” 5. They said, “What a clear sky it is!” 6. They said, “What a long journey it is!” 7. He said to me, “How funny boy you are!” 8. He said, “We have won the game!” 9. The man said, “Alas! I’m undone.” 10. He said, “What a fool he is!”

Unit 8
Pronoun References

Objectives

After the completion of this unit, you would be able to–

- expalin what pronoun and pronoun reference are.
- explain different types of pronouns.
- understand the use of pronoun references.
- produce sentences using appropriate pronoun references.

Overview:

Lesson 1: *Pronoun References*

Lesson 2: *Types of Pronouns*

Answer Key

Lesson 1: Pronoun References

A pronoun is a word that commonly takes the place of a noun or noun phrase. Look at the following examples:

Shakib thought that he had lost the dog, but it had followed him.

He and ***him*** take the place of ***Shakib***, a noun; ***it*** takes the place of ***the dog***, a noun phrase. Pronouns thus eliminate the need for awkward repetition.

Pronoun is also called pronoun reference because it refers to the other word or word group which is known as antecedent. Antecedent means 'going before', and this term is used because the antecedent usually goes before the pronoun that refers to it:

The old man smiled as he listened to the marching band.

In the example, the antecedent of the pronoun ***he*** is ***the old man*** as ***he*** refers to ***the old man***. The antecedent sometimes follows the pronoun that refers to it:

By the time ***he*** was eight, ***Rabindranath*** wrote a book of poems.

Lesson 2: Types of Pronouns

There are eight categories of pronouns. They are as follows:

1. Personal pronoun
2. Demonstrative pronoun
3. Indefinite pronoun
4. Distributive pronoun
5. Relative pronoun
6. Reflexive pronoun and emphatic pronoun
7. Interrogative pronoun
8. Reciprocal pronoun

1. Personal Pronouns:

I, we, you, he, *she, it*, they are called Personal Pronoun because they stand for the three persons, (i) the person speaking (ii) the person spoken to, and (iii) the person spoken of.

The Pronouns ***I*** and ***we***, which denote the person or persons speaking, are said to be Personal Pronouns of the First Person. For example -

We have a nice garden in front of our house. I have planted some new plants in the garden.

The Pronoun ***you***, which denotes the person or persons spoken to, is said to be a Personal Pronoun of the Second Person. '*You'* is used both in singular and plural.

You are one of the important members of the committee.

The pronouns ***he (she)*** and ***they***, which denote the person or person spoken of, are said to be Personal Pronouns of the Third Person.

Case Forms of Pronouns

Personal Pronouns

Personal Pronouns	I	He	She	it	we	you	they
Subjective Case	I	He	She	it	we	you	They
Objective Case	Me	Him	Her	it	us	your	Them
Possessive Case	my, mine	His	Her, hers	it	Our, ours	your, yours	their, theirs
Reflexive/Emphatic case	myself	Himself	herself	itself	ourselves	yourself, yourselves	themselves

Exercise 01:

In the following sentences, point out the Pronouns and say for what each stands –

1. There were doors all round the hall, but they were all locked.
2. Alice opened the door and found that it led into a small passage.
3. Harry brought his book and laid it on the table.
4. Kamal has lost his dog and cannot find it.
5. The camel is a beast of burden. It is used to carry goods across the desert.
6. The female lion is called a lioness. She has no mane.
7. Birds build their nests in trees.
8. We should train up a child in the way he should go.
9. Shakib stood first in his class and got gold medal for his success.
10. Father said to his son that he was a lazy boy.

2. Demonstrative Pronouns

The Pronouns which are used to point out the objects to which they refer are called Demonstrative Pronouns. Consider the following examples –

This is our college.
These are my books and *those* are yours.
Both cars are good; but *this* is better than *that*. I want the *same*. Give me the new *ones*.

3. Indefinite Pronouns

An Indefinite Pronoun stands for persons or things, in general. Consider the following examples –

One hardly knows what to do.
One must not boast of one's own success.
One must use one's best efforts if one wishes to succeed.
None of his plans worked well.
None but fools have ever believed it.
All are nonsense.

Some are born great.
Somebody has stolen my watch.
Nobody was there to rescue the child.
Few escaped unhurt.
Many of them were laughing.
Any of them can do it.

All these Pronouns in italics refer to persons or things in general way, but do not refer to any person or thing in particular. They are, therefore, called Indefinite Pronoun.

4. Distributive Pronouns

A Distributive Pronoun separates one person or thing from a number of persons or things. Consider the following examples –

Each of the boys gets a prize.
Each took it in turn.
Either of these roads leads to the railway station.
Either of you can go.
Neither of the accusations is true.

Each, *either*, *neither* are called Distributive Pronouns because they refer to persons or things one at a time. For this reason they are always singular and as such followed by the verb in the singular.

5. Relative Pronouns

A Relative Pronoun refers or relates to some noun going before it, which is called its Antecedent.

Everybody hates a man *who* is a liar.
I have found the pen *which* I had lost.
I want the book *that* you borrowed from me.
This is the man *who* came yesterday.
I live in a village *which* is beautiful.
I know that house *that* he lives in.

In these sentences *who*, *which*, *that*, *which* are relative pronouns because they refer to the noun going before.

Exercise 02:

Join the following pair of sentences by using relative pronouns:

a) He bought a house. The house is made of wood and bamboo.
b) The boy came here. He is my brother.
c) The pen writes well. My father gave me the pen.
d) I saw some boys. They were playing in the field.
e) He visited the place. Your uncle lives in that place.
f) Bangladesh is a small country. There are a lot of fertile land here.

Exercise 03:

Fill the blanks with suitable Relative Pronouns:

a) We always like boys _______ speak the truth.
b) We saw the dog ________ worried the cat.
c) She has gone to London, __________ is her birthplace.
d) I have seen the bird _______ you describe.
e) I do not know the man _______ hit the boy.
f) Here is the pen _______ you lost.
g) Time _______ is lost is never found again.
h) Where is the book _______ I gave you?
i) Is this the street _______ leads to the station?
j) Do the same ______ I do.

6. Reflexive and Emphatic Pronouns

When ***–self*** is added to *my, your, him, her, it,* and *–selves* to *our, your, them,* they turn into myself, yourself, himself, herself, itself, ourselves, yourselves, themselves, and are called Reflexive Pronouns or Emphatic Pronouns. Reflexive pronouns reflect the action of the verb back at the subject. Consider the following examples –

I hurt *myself.*
They took *themselves* to lunch.
He killed *himself.*
We often deceive *ourselves*.
She hanged *herself.*
The dog hurt *itself.*

It will be noticed that the Pronouns in italics are called Reflexive Pronouns because the action done by the subject turns back upon the subject.

Emphatic Pronouns: when Pronouns are used to put emphasis, they are called Emphatic Pronouns. Consider the examples below –

I will do it myself.
I myself saw him do it.
You yourself are responsible for that.
It is told by the teacher himself.
The school itself is a beautiful place.
They themselves admitted their guilt.

Here the Pronouns in italics are called Emphatic Pronouns because they are used for the sake of emphasis.

7. Interrogative Pronouns

Interrogative Pronouns are similar in form to Relative but the work which they do is different. They are used to ask questions. Consider the following examples –

Who do you want?

Whom do you want?
Which do you prefer, tea or coffee?
What is the matter?
What do you want?

Here the pronouns in italics are used to ask questions. Thus, they are Interrogative Pronouns.

8. Reciprocal Pronouns

When Pronouns are used to indicate two or more than two persons, they are called Reciprocal Pronouns. Reciprocal Pronouns establish a kind of give and take relationship between the persons. Consider the following examples –

We should help *one another* to live in peace.
When we work together we should help *each other*.

Here <u>one another</u> is used to indicate more than two persons and <u>each other</u> is used to indicate two persons.

Answer Key

Exercise 01:

1. 'they', 'they' stands for 'doors'
2. 'it', 'it' stands for 'door'
3. 'his', it. 'his' stands for 'Harry' and 'it' stands for 'book'
4. 'his', 'it'. 'his' stands for 'Kamal' and 'it' stands for 'dog'
5. 'It', 'It' stands for 'The Camel'
6. 'She', 'She' stands for 'The female lion'
7. 'their', 'their' stands for 'Birds'
8. 'We' and 'he'. 'We' stands for ourselves and 'he' stands for 'a child'
9. 'his', 'his' stands for 'Shakib'
10. 'his' and 'he'. 'his' stands for 'Father' and 'he' stands for 'son'

Exercise 02:

a) He bought a house *which* is made of wood and bamboo.
b) The boy *who* came here is my brother.
c) The pen writes well *which* was given to me by my father.
d) I saw some boys *who* were playing in the field.
e) He visited the place *where* your uncle lives.
f) Bangladesh is a small country *where* there are a lot of fertile lands.

Exercise 03:

a) (a) who (b) which/that (c) which (d) which/ that (e) who (f) which (g) which/that (h) which/ that (i) which/that (j) what

Unit 9
Modifiers

Objectives

After the completion of this unit, you would be able to–

- explain modifiers.
- identify different types of modifiers used in sentences.
- make sentences by using different types of modifiers.

Overview:

Lesson 1: *Modifiers*
Lesson 2: *Premodifiers*
Lesson 3: *Postmodifiers*
Lesson 4: *Dangling Modifiers*

Answer Key

Lesson 1: Modifiers

What is a modifier?

The words or phrases that modify the noun/pronoun are known as modifiers. In other words, some words or phrases take their position before and after the noun head in a noun phrase and modify the noun adding special meaning to it. Modifiers placed before the noun head are called premodifiers while modifiers after the noun head are postmodifiers. Therefore, a noun phrase is usually formed as follows.

(Determiner + Premodifier + Noun head + Postmodifier)

Example: I saw the beautiful girl singing

The	Beautiful	Girl	singing
Determiner	Premodifier	Noun head	Postmodifier

Types of modifiers

Premodifiers | Postmodifiers | Dangling modifiers

Look at the passage below. Notice the words in italics:

Elvis Presley came from a *poor* family. He was born on 8 January in Mississippi. When Elvis was 13, he asked his mother to buy him a bicycle *which was too expensive*. His mother, *a poor housewife*, could only buy *an ordinary* guitar. In the same year Elvis and his family left Mississippi. They moved to Memphis, *a small town* in Tennessee. One day in 1954 he went to a *recording* studio *called Sun Records*. He wanted to make a record *for his mother's birthday*. The secretary at the studio heard Elvis and took him to her boss, *Sam Phillips*. Elvis was Sam Phillips' dream – *a white boy with a black voice.*

If you notice carefully, you will see the words in italics tell us something about the nouns they modify. For example, the adjective 'poor' modifies the noun 'family'. Now let us see how some other modifiers have been used in the text:

which was too expensive	modifies	bi-cycle
poor	modifies	housewife
a small town in Tennessee	modifies	memphis
recording	modifies	studio
called sun Records	modifies	studio
for his mother's birthday	modifies	record
Sam Phillips	modifies	her boss
white	modifies	boy
black	modifies	voice

From the examples, we see that adjectives are often used as modifiers. But there are other examples of modifiers which are not adjectives. Therefore a noun can also be modified by a phrase, a clause or another noun. We have also seen that modifiers can be used both before and after nouns they modify.

Exercise 1

Work in pairs to find out modifiers in the following passage. Write them in the table below to show which of them are premodifers and which of them are postmodifiers.

Premodifiers	Postmodifiers

Charles Dickens, of all the great nineteenth Century English novelists, is perhaps the most beloved by his readers. The ideas for many of the events and people in Dickens's novels grew from his own experiences. Dickens was born in Portsmouth, on the southern coast of England, and grew up in a poor neighbourhood in London. His father, a clerk, accumulated huge debts. Dickens endured a difficult childhood, for he was forced to work in factories from an early age. His employers were often needlessly cruel. The painful experiences Dickens endured as a child worker inspired him to write *Oliver Twist* and *David Copperfield*. In these two well-known novels appear some of the cruelest characters in English fiction. Vivid portraits of schoolmasters, criminals and innocent victims are found in many of his novels. Dickens, who died as a result of continuing poor health at the age of fifty-eight, left an enduring legacy.

Lesson 2: Premodifiers

What is a Premodifier?

Modifiers which are placed after determiners but before the head of a noun phrase are called premodifiers. Adjectives are widely used as premodifiers, yet there are some other types of premodifers too.

Different types of premodifiers:

1. Adjectives as premodifiers:

   We had a ***pleasant*** holiday last week.

   There were plenty of ***bright*** people before the castle.

   Sabrina is a ***meritorious*** student.

2. Nouns as premodifiers:

   Are the ***removal*** expenses paid by your company?

   The ***passenger*** ship dropped anchor in the harbor.

3. Adverbs as premodifiers:

   We had a ***very*** pleasant holiday last week.

   She writes a ***few*** letters to her parents.

4. *–ing* participles as premodifiers:

   Only a ***beginning*** student will find difficulty with Calculus.

   The ***developing*** countries are doing well in garments business.

5. *–ed* participles as premodifiers:

   Often the ***reduced*** price of everyday commodities are out of reach for the poor.

   The ***defeated*** army were captivated in the prison.

   His father is a ***retired*** English teacher.

6. Compound words as premodifiers:

   We have just bought a ***brand-new*** car.

   That's an absolutely ***first-class*** idea.

   That is an ***out-of-date*** dictionary.

   The room is decorated with ***red-and-white-striped*** wallpaper.

Lesson 3: Postmodifiers

What is a Postmodifier?

A noun can be modified by a following word, phrase or clause, and the word, phrase, or clause is called postmodifier. Postmodifiers are of different types:

1. Adjectives as postmodifiers:

   There is nothing ***new*** about these techniques.

   They found her mother ***sick***.

2. Adverbs as postmodifiers:

   Can someone tell me a way ***out*** of it?

   The authority ***here*** are very strict.

   Can you find the road ***back***?

   We visited the house ***where*** Shakespeare lived.

3. Prepositional phrases as postmodifiers:

   A white woman ***in jeans*** was watching me.

   A ferryman ***with colourful toys*** was waiting in the station.

   There must be a better way ***of doing it***.

   The little boy is tired ***of hard work***.

4. Relative clauses as postmodifiers:

   I saw the boy ***who was going to the market***.

   They cleaned the room ***which was filled with dirt***.

5. *–ing* participles clauses as postmodifiers:

   A man ***wearing a grey suit*** left the office.

   The people ***working in the IT business*** are often young.

   Do you know any of those people ***sitting behind us***?

6. *–ed* participle clauses as postmodifiers:

   The question ***debated in the parliament yesterday*** was about the new tax.

   The subject ***discussed in the book*** is difficult to understand.

7. *–to infinitive* clauses as postmodifiers:

   I have got something ***to say to you***.

   I have nothing ***to share with him***.

8. Appositive clauses as postmodifiers:

   We were delighted at the news ***that our team had own***.

   Everybody will agree the fact that ***inflation is causing hardship***.

Lesson 4: Dangling Modifiers

What is a dangling modifier?

A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence. In other words, dangling modifiers are used either as a single word or a group of words in a sentence where they usually indicate the completion of some work but the performer of the work is not modified directly by it. These modifiers usually appear at the very beginning of a sentence, but these may appear at the end of a sentence as well.

Consider the following example:

Having finished the study, Ragib turned on TV.

In the example above, "having finished" states an action but does not name the doer of that action. In English sentences, the doer must be the subject of the main clause that follows. In this sentence, it is Ragib. He seems logically to be the one doing the action ("having finished"), and this sentence therefore does not have a dangling modifier.

Now consider this sentence:

Having finished the assignment, the TV was turned on.

"Having finished" is a participle expressing action, but the doer is not the TV set (the subject of the main clause): TV sets don't finish assignments. Since the doer of the action expressed in the participle has not been clearly stated, the participle phrase is said to be a dangling modifier.

Some more examples of dangling modifiers and revisions:

Dangling Modifier:

After reading the original study, the article remains unconvincing.

(The article – the subject of the main clause – did not read the original study.)

Possible Revision:

After reading the original study, I find the article unconvincing.

Dangling Modifier:

Relieved of your responsibilities at your job, your home should be a place of relax.

(Your home – the subject of the main clause – is not relieved of your responsibilities.)

Possible Revision:

Relieved of your responsibilities at your job, you should be able to relax at home.

Dangling Modifier:

The experiment was a failure, not having studied the lab manual carefully.

(The experiment – the subject of the main clause – is not supposed to study the lab manual.)

Possible Revision:

They failed the experiment, not having studied the lab manual carefully.

Dangling Modifiers	Possible Revisions
Having arrived late for practice, a written excuse was needed.	Having arrived late for practice, the captain of the team needed a written excuse.
Without knowing his name, it was difficult to introduce him.	Because Sujana did not know his name, it was difficult to introduce him.
To improve his results, the experiment was done again.	He improved his results by doing the experiment again.

Answer key:

Lesson-1 :

Exercise-1:

Premodifiers	Postmodifiers
Southern Poor huge difficult painful child two well-known cruelest vivid innocent poor	Of all the great nineteenth century English novelists On the southern coast of England A clerk who died as a result of continuing poor health at the age of fifty-eight

Unit 10
Connectors

Objectives:

After the completion of this unit, you would be able to–

- explain the connectors.
- understand various kinds of connectors used in sentences.
- make sentences by using connectors of different types.

Overview:

Lesson 1: *Connectors*

Answer Key

Lesson 01: Connectors

At the time of speaking or writing something, we use some words or phrases in order to maintain the cohesion or continuity of the sentences. Those words or phrases are called connectors. For example – *therefore, but, next, in fact, of course, in brief, on the other hand, etc.* So, a connector work as a conjunction to join two or more words, phrases, and clauses together. There are three main types of linking words:

A. **Conjunctions**
B. **Sentence connectors**
C. **Subordinators**

A. Conjunctions

Conjunctions are the most common form of linking words. They are used to join two parts of a sentence together, generally in the middle of a sentence. There are seven coordinating conjunctions. They are – *and, but, so, or, for, nor, yet*.

Good teachers work hard ***and*** they organize their lecture effectively.

(Independent clause) (conjunction) (independent clause)

B. Sentence Connectors

Sentence connectors are used to link ideas from one sentence to the next and to give paragraphs coherence. Most pieces of formal writing are organized in a similar way: introduction, development of main ideas or arguments; conclusion. Linking words and phrases join clauses, sentences and paragraphs together.

Sentence connectors perform different functions and are placed at the beginning of a sentence. They are used to introduce, order, contrast, sequence ideas, theory, data, etc.

Functions of the Sentence Connectors:

1. Connectors used to mean the sequence or chronology of events:

- First, firstly, at first, in the first place, at the beginning, in the beginning, to begin with
- Second, secondly, third, thirdly, fourth, fourthly, etc.
- In between, in the middle of
- In the end, at the end, lastly, at last, finally, to sum up, in conclusion, last but not the lest
- Next, afterwards, after that, then

Example:

In order to open a bank account, you have to follow some steps. First you have to collect a form from the bank. Then you have to fill up the form accordingly. After that you need to submit the form to the manager. Finally the manager will give approval to open a bank account for you.

2. Connectors are used to provide additional information: and, additionally, besides, further, furthermore, especially, not only ….. but also, moreover, both…..and, or, either…..or, neither…..nor, as well as, too, likewise, also, in addition, so on, apart from, similarly, again.

Examples:

Both Hasan and Habib obtained the same grade.

Either she or her brother came here yesterday.

I will neither go nor ask anybody to go there.

He as well as his father will come tomorrow.

He is a meritorious student. In addition, he is good player.

3. Connectors are used to give examples: such as, namely, for example, for instance, that is, to illustrate, as an illustration, to demonstrate, etc.

Examples:

He is an expert in a number of areas such as mathematics, physics, chemistry, medicine, etc.

There are a lot of benefits of early rising. For instance, one can inhale fresh breath.

4. Connectors are used to indicate contrast: on the contrary, instead, on the other hand, but, yet, still, while, whereas, though, although, even though, despite, in spite of, however, nevertheless, nonetheless

Examples:

He studied hard but he failed.

The government has increased salary of employees. On the other hand/on the contrary it has increased the rate of tax on income.

In spite of being a regular student, she could not pass in the examination.

Hasan is very hardworking person, whereas his brother is lazy.

5. Connectors are used in comparison: similarly, likewise, in the same way, than, as …. as, so ….. as, too, correspondingly, equally

Examples:

He is taller than his elder brother.

She is an expert in computer technology. Likewise, she has expertise in mobile technology too.

She is as beautiful as a doll.

She dressed in the same way her mother liked.

6. Connectors are used to express cause/effect : since, for, because, as, why, so that

Examples:

I don't know why she is crying.

I could not go to the office because my mother was sick.

I am not attending your party tonight as I will be flying tonight.

7. Connectors are used to express results: so, therefore, hence, as a result, as a consequence, thus, consequently, eventually, so that, accordingly, now

For Examples:

The electricity has gone out. So we have to wait until it comes again.

He did not attend the classes regularly. Therefore, he got not marks is attendance.

I don't have the habit of getting up in the morning. As a consequence, I fall sick often.

8. Connectors are used to express the purposes of any action: as much as, as many as, so that, in order that, lest, so as to

Examples:

I keep the door open so as to let fresh air enter into the room.

The boy is studying hard so that/in order that he can do well in the examination.

He ate as many ice-cream as he could.

9. Connectors are used to put condition: if, otherwise, unless, till, until, provided, provided that, in case, as long as

Examples:

If you call me, I will come to help you.

Study hard or/otherwise you have to face difficulty in the examination.

Wait here until/till I come back.

The singer has agreed to perform in the concert provided that a good amount of money will be given.

10. Connectors are used to indicate time and place: at that time, there, where, when, while, before, after, since, as soon as, sometimes, at present, presently, of late, now, then, afterward, at first, once, no sooner hand … than

Examples:

She is a writer. At the same time she is a singer.

They had arrived at the station before the rain started.

She wanted to know where I come from.

As soon as the singer came on the stage, the audience applauded.

11. Connectors are used to indicate conclusion: to sum up, in brief, in short, in fine, to summarize, on the whole, above all, in all, in conclusion, to conclude

Examples:

He is good at Mathematics, English, Physics, and other subjects. Above all he is a brilliant student.

We have three English teachers, two Bengali teachers, and four Science teachers. In total we have nine teachers at our college.

He has established a school in the village. He helps people at the time of natural disasters. He donates money to poor students. In brief, he is a very kind hearted man.

12. Connectors are used to indicate events occurring at the same time: at the same time, at that time, mean while, in the mean time, as

Examples:

She was eating and watching television at the same time.

When you called me yesterday; I was watching cricket at that time.

I entered into the meeting room at 10:45 am. Mean while the issues had been settled.

13. Relative pronouns are used as connectors: who, which, whom, whose, what, whatever, whichever, that

Examples:

I know the person who came here last night.

This is the book which I need.

I will give you whatever you want.

14. Connectors are used in pairs: whether …. or, rather …. than, though …. yet

Examples:

You should rather wait than go now.

I am not sure whether you are coming or not.

15. Connectors are used to indicate how the work has been completed: as if, as though, how, however, like, so as, by and by, as it were, such…..as, such……that

Examples:

He speaks as if he knew everything.

She can write like her father does.

We need such students as are hard-working.

Write as I asked you.

C. Subordinators

Subordinators are linking words that are used to join clauses together. They are used as the beginning or in the middle of a sentence. Subordinators connect elements of unequal importance. One clause is not as strong as the other.

Example

Even though the train was late, I got the exam on time.

Dependent clause   Independent clause

Common subordinators

Below are some examples of commonly used subordinators

Comparison and Contrast	**Cause/effect**	**Time**
Although Though Even Though While Whereas	Since So that Because	After When Until Whenever Before
Possibility	**Place and Manner**	
If As if Whether	Wherever Where How	

Exercise 01:

Identify the connectors used in the following passage.

Persuasion is the art of convincing someone to agree with your point of view. According to the ancient Greek philosopher Aristotle, there are three basic tools of persuasion such as ethos, pathos, and logos. Ethos is a speaker's way of convincing the audience that s/he is a credible source. An audience will consider a speaker credible if s/he seems trustworthy, reliable, and sincere. This can be done in many ways. For example, a speaker can develop ethos by explaining how much experience or education s/he has in the field. After all, you would be more likely to listen to advice about how to take care of your teeth from a dentist than a firefighter. A speaker can also create ethos by convincing the audience that s/he is a good person who has their best interests at heart. If an audience cannot trust you, you will not be able to persuade them. Pathos is a speaker's way of connecting with an audience's emotions. For example, a speaker who is trying to convince an audience to vote for him might say that he alone can save the country from a terrible war. These words are intended to fill the audience with fear, thus making them want to vote for him. Similarly, a charity organization that helps animals might show an audience pictures of injured dogs and cats. These images are intended to fill the viewers with pity. If the audience feels bad for the animals, they will be more likely to donate money. Logos is the use of facts, information, statistics, or other evidence to make your argument more convincing. An

audience will be more likely to believe you if you have data to back up your claims. For example, a commercial for soap might tell you that laboratory tests have shown that their soap kills all 7,000,000 of the bacteria living on your hands right now. This piece of information might make you more likely to buy their brand of soap. Presenting this evidence is much more convincing than simply saying "our soap is the best!" Use of logos can also increase a speaker's ethos; the more facts a speaker includes in his argument, the more likely you are to think that he is educated and trustworthy. Although ethos, pathos, and logos all have their strengths, they are often most effective when they are used together.

Answer key:

Such as, and, that, if, and, for example, after all, also, that, who, if, for example, who, that, thus, similarly, that, and, if, or, if, for example, that, also, that, although, when

Unit 11
Synonyms and Antonyms

Objectives:

After the completion of this unit, you would be able to---

- explain synonyms and antonyms.
- identify synonyms and antonyms of different words.
- make sentences by using synonyms and antonyms.

Overview:

Lesson 1: *Synonyms and Antonyms*

Answer Key

Lesson 01: Synonyms and Antonyms

Synonyms and Antonyms

Synonyms: Synonyms are those words or expressions that have the same meaning or nearly the same meaning in the same language. For example – liberty, liberation, freedom, independence and emancipation are all synonyms of each other.

Antonyms: Antonyms are those words or expressions that have the opposite meaning. For example – the antonym of 'independence' is 'dependence'.

Synonyms and antonyms of any language not only enrich the language but also accelerate its natural flow. By the use of synonyms one can avoid the boring repetition of any word or expression. Synonyms and antonyms can also enhance one's vocabulary knowledge of a language.

Synonyms and Antonyms of some important words:

1. ABANDON (v) – to leave: He abandoned his wife and children.

   Synonyms: abdicate, leave, quit, desert, discard.

   Antonyms: chase, follow, undertake, accept.

2. ACCUMULATE (v) – to assemble – He is gradually accumulating courage to do the work.

   Synonyms: assemble, gather, collect, store, hoard, congregate, rally.

   Antonyms: disperse, scatter, spread, dissipate, distribute

3. ADVERSE (adj.) – unfavourable: He made some adverse comments on my proposal.

   Synonyms: antagonistic, unfavourable, critical, hostile, negative, unkind, censorious.

   Antonyms: favourable, propitious, appropriate, advantageous, congenial.

4. ALARMING (Adj.) – ominous: Our population is increasing at an alarming rate.

   Synonyms: frightful, terrible, fearful, ominous

   Antonyms: hopeful, bright, auspicious

5. ANIMOSITY (n.) – hostility: There is no animosity between them.

   Synonyms: enmity, hostility, antagonism, aversion, antipathy, acrimony, grudge, resentment, vindictiveness.

   Antonyms: amity, love, friendliness, sympathy, good will, sweetness, cordiality.

6. ANNIHILATE (v) – to destroy : We annihilated our enemy.

   Synonyms: destroy, suppress, cancel, extinguish

   Antonyms: establish, support, promote, make, build, produce, found

7. APPARENT (adj.) – clear: His anxiety was apparent to everyone present there.

   Synonyms: clear, visible, obvious, evident, manifest.

   Antonyms: hidden, obscure, secret, covert, latent.

8. ARROGANCE (adj.) – pride: We should not exhibit our arrogance at any place.

   Synonyms: haughtiness, pride, conceit, egotism

   Antonyms: modesty, politeness, humanity

9. AUSPICIOUS (adj.) – propitious: Today is an auspicious day in my life.

   Synonyms: favourable, suitable, propitious, happy, fortunate, opportune, promising, good.

   Antonyms: unfavourable, inauspicious, hopeless, unhappy, unlucky.

10. BANKRUPT (adj.) – ruined: The company became bankrupt for incurring a heavy loss.

    Synonyms: insolvent, destitute, indigent, ruined.

    Antonyms: rich, well-off, solvent, prosperous

11. BARREN (adj.) – unproductive: Crops do not grow in a barren land.

    Synonyms: infertile, unproductive, sterile, bleak

    Antonyms: fertile, productive

12. BENEFICIAL (adj.) – useful: Exercising is beneficial to health.

    Synonyms: useful, helpful, valuable, positive.

    Antonyms: useless, harmful, detrimental.

13. BENEVOLENT (adj.) – kind: Our teacher is a benevolent person.

Synonyms: generous, kind, merciful, charitable, gracious.

Antonyms: cruel, unkind, inhuman, malicious, selfish.

14. BONAFIDE (adj.) – real: Those who are bonafide students can enjoy the service.

Synonyms: genuine, real, sincere, authentic, legitimate, actual, true, valid, legal.

Antonyms: bogus, false, inauthentic, counterfeit.

15. BORING (adj.) – not interesting at all: This is a boring movie.

Synonyms: dull, uninteresting, tedious, troublesome, monotonous, dreary, lackluster, tiresome.

Antonyms: interesting, enjoyable, amusing, pleasant, delightful.

16. BREVITY (n.) – briefness: I like the brevity of Bacon's essays.

Synonyms: shortness, conciseness, pithiness, terseness, succinctness, concision.

Antonyms: lengthiness, verbosity, grandiloquence.

17. BUOYANT (adj.) – light: Cork is a buoyant material.

Synonyms: floating, hopeful, cheerful, lively, vivacious, afloat, lighthearted, upbeat, optimistic.

Antonyms: depressed, cheerless, moody, joyless

18. CANDID (adj.) – frank: He made a candid confession.

Synonyms: frank, open, sincere, straightforward, outspoken, honest, sincere, truthful, blunt.

Antonyms: reserved, insincere, enigmatic, mysterious.

19. CAPRICIOUS (adj.) – whimsical: We should give up our capricious behaviour.

Synonyms: fickle, changeful, whimsical, fanciful, freakish, inconsistent, flexible.

Antonyms: firm, rigid, constant, inflexible.

20. COMPULSORY (adj.) – mandatory: English is a compulsory subject at the secondary level.

Synonyms: obligatory, mandatory, coercive

Antonyms: optional, voluntary, charitable

21. COMPLACENT (adj.) – satisfied: She had a complacent smile on his face.

Synonyms: pleased, satisfied, content, happy, smug, content

Antonyms: dissatisfied, unhappy, discontented, anxious

22. CONDUCIVE (adj.) – helpful: Fresh air is conducive to health.

Synonyms: effective, productive, good, useful, promotive, beneficial, contributive

Antonyms: repugnant, preventive, counteractive, destructive, bad, injurious, harmful.

23. CONSPICIOUS (adj.) – easily visible: His honesty is conspicuous.

Synonyms: distinguished, manifest, visible, prominent, famous, noticeable, observable

Antonyms: obscure, invisible, inconspicuous.

24. CORDIAL (adj.) – hearty: He gave us a cordial reception.

Synonyms: warm, earnest, sincere, hearty, loving, genial, affable, friendly, amiable, jovial

Antonyms: cold, insincere, distant, formal, unfriendly, ceremonious

25. DECREASE (v.) – to lessen: The boy has decreased his weight.

Synonyms: abate, lower, curtail, lessen, diminish, reduce, wane, decline, cut, dwindle, shrink

Antonyms: expand, increase, grow, extend, enlarge, amplify, augment

26. DELIBERATE (adj.) – willful: Deliberate mistakes should be punished.

Synonyms: intentional, willful, planned, conscious, purposeful, premeditated

Antonyms: unintentional, inadvertent, unwilling, unwitting

27. DESIRABLE (adj.) – proper: Such an act of stupidity is not desirable from you.

Synonyms: acceptable, proper, suitable, advisable

Antonyms: objectionable, undesirable, improper, evil, unadvisable

28. DESTROY (v.) to ruin: He has destroyed all the documents.

Synonyms: annihilate, ruin, obliterate, demolish, undo, subvert, overthrow, devastate

Antonyms: build, construct, create, repair, make

29. DILIGENT (adj.) industrious: She is very diligent.

Synonyms: active, industrious, hardworking, assiduous, attentive

Antonyms: indolent, lazy, idle, inactive

30. Direct (adj) – straight: She gave us a direct answer.

Synonyms: straight, quick, immediate, prompt, instant, right away

Antonyms: indirect, slow, belated

31. DISPERSE (v.) – to spread: The police dispersed the mob.

Synonyms: scatter, spread, disband, diffuse, break up, dispel, dissipate

Antonyms: gather, assemble, collect, meet, accumulate

32. DREADFUL (adj.) – terrible: She saw a dreadful dream.

Synonyms: fearful, terrible, horrible, frightful, awful, alarming, monstrous, shocking

Antonyms: pleasing, pleasant, delightful, charming, hopeful, encouraging

33. ELEGANT (adj.) – graceful: She loves elegant clothes.

Synonyms: polished, refined, graceful, decent, handsome, grand, luxurious

Antonyms: coarse, rude, inelegant, ungraceful, simple, vulgar

34. ENCOURAGE (v.) – to inspire: My father always encourages me to help others.

Synonyms: incite, stimulate, urge, impel, inspire

Antonyms: prevent, discourage, dissuade, deter, dishearten

35. ENTHUSIASM (n.) – zeal: She has great enthusiasm for music.

Synonyms: ardour, passion, eagerness, rapture, interest, keenness, fervour, gusto, zest

Antonyms: contempt, indifference, callousness, coldness, repugnance

36. EPHEMERAL (ad.) – momentary: Happiness is ephemeral.
Synonyms: fugitive, momentary, transient, temporary, fleeting, evanescent, mortal
Antonyms: permanent, eternal, perpetual, immortal, perennial

37. FASCINATE (v.) – to attract: She was fascinated by the beauty of the scenery.
Synonyms: charm, attract, captivate, enthrall, affect, mesmerize, absorb
Antonyms: bore, irritate, disturb, disgust

38. FATAL (adj.) – deadly: I saw a fatal accident.
Synonyms: mortal, deadly, destructive, dangerous, calamitous, harmful, serious, grave
Antonyms: harmless, wholesale, notorious, constructive, bebeficial

39. FEEBLE (adj.) – weak: He is a man of feeble mind.
Synonyms: faint, weak, vain, frail, scanty, forceless, nerveless
Antonyms: strong, robust, active, vigorous, muscular

40. FERTILE (adj.) – productive: The land of Bangladesh is fertile.
Synonyms: productive, rich, luxuriant, prolific, fecund, conducive, lush
Antonyms: barren, sterile, ineffective, unproductive, poor, fruitless, infertile

41. FLEXIBLE (adj.) – elastic: We should have a flexible mind to cope with others.
Synonyms: plaint, supple, elastic, changeable, ductile, lithe, bendy, bendable
Antonyms: hard, rigid, inflexible, tough, inelastic

42. FRIVOLOUS (adj.) – silly: We should give up our frivolous behaviour.
Synonyms: silly, trivial, petty, worthless, trifling
Antonyms: serious, grave, earnest, important

43. GALLANT (adj.) – brave: He was a gallant soldier.
Synonyms: bold, brave, courageous, valiant, heroic, fearless, chivalrous
Antonyms: cowardly, timid, churlish, fearful

44. GENEROUS (adj.) – kind: We should always be generous to poor people.
Synonyms: liberal, lavish, kind, bountiful, cordial, magnanimous, open-hearted
Antonyms: mean, niggardly, miserly, churlish, selfish, closefisted

45. GORGEOUS (adj.) – grand: We had a gorgeous party last night.
Synonyms: pompous, grand, magnificent, splendid, superb, costly
Antonyms: cheap, simple, colourless, threadbare, dingy

46. GRATIFY (v) – to satisfy: His result gratifies his parents.
Synonyms: please, satisfy, gladden, reward
Antonyms: displease, disappoint, dishearten, dissatisfy, sadden

47. GUESS (v.) – to infer: I guess that he is sick.
Synonyms: suppose, conjecture, surmise, imagine, infer, predict
Antonyms: examine, prove, investigate, deduce, establish

48. HANDSOME (adj.) – graceful: The man is really handsome.

Synonyms: beautiful, lovely, pretty, graceful, elegant, comely

Antonyms: ugly, ill-looking, unattractive, unpleasant, horrible

49. HAPHAZARD (adj.) – chaotic: Everything in the room was in a haphazard condition.

Synonyms: chaotic, confusing, disorderly, unsystematic, unmethodical

Antonyms: organized, systematic, planned, methodical

50. HAZARD (n.) – risk: No business is free from hazard.

Synonyms: peril, risk, danger, jeopardy

Antonyms: safety, security, protection, certainty

51. HINDER (v.) – to impede: Nothing can hinder the expression of truth.

Synonyms: retard, debar, embarrass, impede, thwart, block, prevent, interrupt, stop, obstruct

Antonyms: enable, promote, expedite, facilitate, accelerate

52. HYPOCRISY (n.) – deception: His conduct is full of hypocrisy.

Synonyms: affectation, deception, pretension, falsification, duplicity

Antonyms: honesty, sincerity, integrity, uprightness

53. IGNOBLE (adj.) – shameful: He has done an ignoble job.

Synonyms: mean, base, detestable, shameful, dishonourable,

Antonyms: exalted, lofty, grand, eminent, illustrious, brilliant, notable

54. IMPEDIMENT ((n) – obstacle: Illiteracy is the impediment to success.

Synonyms: block, hindrance, obstacle, obstruction

Antonyms: support, succour, aid, help, assistance

55. INCLEMENT (adj.) – rough: You should not go out in the inclement weather.

Synonyms: severe, rough, harsh, cruel, rigorous, awful, tyrannical

Antonyms: genial, mild, clement, merciful, benign

56. INDIFFERNCE (n.) – apathy: He showed complete indifference to study.

Synonyms: coolness, carelessness, apathy, callousness, insensibility

Antonyms: eagerness, interest, affection, ardour, zeal, enthusiasm

57. INDULGENT (adj.) – tolerant: He is an indulgent father.

Synonyms: tolerant, complaint, tender, affectionate

Antonyms: severe, harsh, rough, cruel, intolerant

58. JEALOUS (adj.) – envious: We should not jealous of somebody else's success.

Synonyms: envious, covetous, suspicious, wary, grudging, resentful

Antonyms: unenvious, satisfied, liberal

59. JUDICIOUS (adj.) – wise: He took a judicious decision regarding his job.

Synonyms: wise, thoughtful, sagacious, expedient, prudent, sensible, discreet

Antonyms: indiscreet, unwise, silly, rash, foolish, inexpedient, imprudent

60. JUVENILE (adj.) – youthful: This novel is full of juvenile impulse.

Synonyms: young, youthful, childish, boyish, girlish, immature, adolescent

Antonyms: senile, mature, manly, womanly, adult, aged

61. KINDLY (adv.) – cordially: Would you kindly help me?

Synonyms: warmly, cordially, gently, generously, politely, patiently, sympathetically

Antonyms: cruelly, impolitely, harshly, rudely, mercilessly

62. KNOWLEDGEABLE (adj.) – learned: He is a very knowledgeable person.

Synonyms: educated, learned, experienced, intelligent, scholarly

Antonyms: ignorant, uneducated, unaware, foolish, stupid, inexperienced

63. LACONIC (adj.) – reticent: I like Iconic person.

Synonyms: curt, terse, epigrammatic, reticent

Antonyms: wordy, garrulous, eloquent, circumlocutory

64. LANGUID (adj.) – spiritless: I saw his languid body on the floor.

Synonyms: spiritless, exhausted, flagging, pining, drooping

Antonyms: active, strong, healthy, robust, vigorous

65. LENGTHEN (v.) – to prolong: He lengthed his speech to the point of boredom.

Synonyms: prolong, extend, expand, increase, protract, continue, stretch, elongate

Antonyms: curtail, shorten, reduce, decrease, belittle, abbreviate

66. LIBERAL (adj.) – moderate: He is a liberal person.

Synonyms: copious, bountiful, catholic, bounteous, progressive, moderate, generous

Antonyms: conservative, mean, traditional, narrow-minded, bigoted,

67. LUDICRIOUS (adj.) – funny: He put me into a ludicrous situation.

Synonyms: funny, ridiculous, farcical, comic, comical, laughable

Antonyms: tragic, serious, grave, sad, doleful, mournful, somber

68. MEDIOCRE (adj.) – average: He is a mediocre student.

Synonyms: average, commonplace, medium, ordinary, second-rate, middling

Antonyms: distinctive, exceptional, extraordinary, brilliant, excellent, superior

69. MISERABLE (adj.) – wretched: He has fallen into a miserable condition.

Synonyms: wretched, despicable, abject, forlorn, pitiable, worthless, sad, intolerable

Antonyms: happy, worthy, comfortable, respectable, delightful, pleasant

70. MODESTY (n.) – politeness: Everybody is impressed by his modesty.

Synonyms: humility, purity, bashfulness, politeness, diffidence, sobriety

Antonyms: vanity, conceit, effrontery, shamelessness, wantonness

71. MUSTY (adj.) – stale: Your ideas are all musty.

Synonyms: stale, outdated, obsolete, fetid, rank, fusty, mildewed

Antonyms: balmy, fresh, odorous, fragrant, aromatic

72. NAUGHTY (adj.) – bad: He is a naughty boy.

Synonyms: bad, wicked, disobedient, mischievous, roguish, wayward

Antonyms: good, mild, polite, obedient, well-behaved

73. NEBULOUS (adj.) – vague: There is nebulous difference between the two ideas.

Synonyms: ambiguous, cloudy, hazy, imprecise, indistinct, misty, obscure, vague

Antonyms: clear, certain, precise, distinct, bright

74. NERVOUS (adj.) – anxious: He feels nervous in the examination hall.

Synonyms: shaky, jumpy, timid, anxious, hesitant

Antonyms: brave, courageous, bold, confident, valiant, calm, cool

75. NOMINAL (adj.) – so-called: The president is the nominal head of the state.

Synonyms: so-called, symbolic, titular, trivial, insignificant

Antonyms: actual, genuine, real, important, essential, substantial

76. OBJECT (v) – to oppose: I object to your decision.

Synonyms: oppose, disapprove, argue, complain, protest, refuse, repudiate, demur

Antonyms: accept, approve, agree, acquiesce

77. OBJECTIONABLE (adj.) – offensive: Your comment is highly objectionable.

Synonyms: unpleasant, unacceptable, offensive, obnoxious, disagreeable, detestable, despicable

Antonyms: pleasant, acceptable, agreeable, welcome

78. OBLIVIOUS (adj.) – forgetful: I am now oblivious of those days.

Synonyms: ignorant, negligent, unaware, careless, heedless, unconscious

Antonyms: aware, conscious, observant, mindful

79. OBSCENE (adj.) – dirty: I don't like obscene jokes.

Synonyms: bawdy, coarse, indecent, filthy, foul, gross, lewd, licentious, offensive

Antonyms: clean, decent, decorous, wholesome, pure

80. OBSOLETE (adj.) – out-date: Give up your obsolete plans.

Synonyms: old, ancient, out-dated, outmoded, outworn, old-fashioned

Antonyms: current, new, modern, up-to-date, contemporary

81. PACIFY (v.) – to appease: The mother is pacifying her crying baby.

Synonyms: calm down, soothe, appease, tranquilise, mollify, placate

Antonyms: excite, irritate, rouse, exasperate, agitate, provoke,

82. PASTIME (n.) – entertainment: Travelling is one of my favourite pastimes.

Synonyms: diversion, sport, recreation, entertainment, amusement,

Antonyms: work, labour, business, occupation, profession

83. PERILOUS (adj.) – dangerous: Smoking is perilous for health.

Synonyms: dangerous, hazardous, risky, unsafe, horrible, terrible, fearful

Antonyms: secure, safe, sound, certain, comfortable

84. PERMIT (v) – allow: The teacher permits me to ask my question.

Synonyms: approve, let, allow, authorize, encourage, content, sanction

Antonyms: disallow, stop, prevent, check, forbid, prohibit

85. PERVERSE (adj.) – wayward: He leads a perverse life.

Synonyms: wick, mean, bad, untoward, stubborn, immoral, wayward, unmanageable, intractable, vicious

Antonyms: docile, ductile, amenable, governable, manageable, complacent

86. PRECIOUS (adj.) – valuable: Gold is a precious metal.

Synonyms: costly, valuable, dear, expensive, priceless, prized, loved

Antonyms: cheap, worthless, inexpensive, valueless, ordinary, base

87. QUALIFIED (adj.) – competent: He is a qualified teacher.

Synonyms: competent, suitable, eligible, capable, efficient, experienced, able, proficient, talented

Antonyms: unqualified, unable, inexperienced, incapable, incompetent, unskilled

88. QUEER (adj.) – strange: He speaks in a queer way.

Synonyms: strange, abnormal, odd, eccentric, curious, crazy, unnatural, peculiar

Antonyms: common, ordinary, usual, natural, familiar, customary, normal

89. QUITE (adv.) wholly: They were quite different from each other.

Synonyms: wholly, truly, altogether, entirely, totally, completely, perfectly, fairly

Antonyms: barely, hardly, partially, scarcely

90. RAPID (adj.) – quick: The rapid growth of population is a problem of our country.

Synonyms: swift, speedy, fast, prompt, hasty

Antonyms: slow, lazy, tardy, sluggish, leisurely, belated

91. REBUKE (v). – to scold: The teacher rebuked us for make noise in the class.

Synonyms: chide, reprove, censure, reprimand, scold, admonish, reproach

Antonyms: praise, commend, admire, encourage, applaud, appreciate, eulogise

92. REDUCE (v.) – to decrease: We should reduce the speed of your car.

Synonyms: lessen, diminish, decrease, curtail, shorten, contract, weaken

Antonyms: increase, expand, enlarge, lengthen, extend, augment

93. RELISH (n.) – taste: He ate the food with great relish.

Synonyms: taste, appetite, zest, gusto, flavour

Antonyms: disrelish, disflavour, nauseousness, insipidity

94. REMEDY (n.) – solution: There is no remedy to this disease.

Synonyms: redress, relief, cure, solution, treatment, antidote, reparation

Antonyms: malady, disease, sickness, infection, illness

95. REPEAL (v.) – to cancel: All the oppressive rules should be repealed.

Synonyms: abolish, cancel, annul, revoke, abrogate, rescind, discontinue

Antonyms: sanction, enact, continue, establish, pass, confirm

96. RUSTIC (adj.) – uncouth: You must give up your uncouth behaviour.

Synonyms: awkward, boorish, clumsy, pastoral, uncouth, uncultured, rough, rural

Antonyms: polished, refined, cultured, sophisticated, urban

97. SACRED (adj.) – holy: All religions have some sacred places.

Synonyms: holy, heavenly, religious, divine, blessed, solemn, devout, godly

Antonyms: mundane, profane, irreligious, secular, ungodly, temporal, unholy

98. SATISFY (v.) – to please: Your performance has satisfied me.

Synonyms: gratify, please, fulfill, gladden, amuse, meet

Antonyms: fail, disappoint, displease, dissatisfy

99. SHABBY (adj.) – ragged: She was wearing a shabby dress.

Synonyms: ragged, beggarly, threadbare, dirty, paltry

Antonyms: smart, tidy, neat, clean, fashionable

100. SOLITARY (adj.) – lonely: He lives a solitary life.

Synonyms: lonely, isolated, secluded, deserted, uninhabited

Antonyms: populous, social, inhabited, well-frequented.

101. TACTFUL (adj.) – skilful: He is very tactful in dealing with students.

Synonyms: careful, diplomatic, discreet, politic, skilful, prudent

Antonyms: careless, rude, tactless, impolitic, imprudent

102. TANGIBLE (adj.) – manifest: There is no tangible evidence of his crime.

Synonyms: actual, real, definite, manifest, evident, concrete, positive, substantial, material

Antonyms: intangible, abstract, indefinite, unreal, negative, untouchable

103. TERMINATE (v.) – end: She terminates her speech with a reference from Shakespeare.

Synonyms: cease, close, complete, conclude, finish, wind up, stop

Antonyms: begin, start, commence, initiate

104. UNANIMOUS (adj.) – concerted: They reached a unanimous decision on the matter.

Synonyms: common, concerted, harmonious, joint, united

Antonyms: discordant, divided, disunited, split

105. VACATE (v.) – to leave: The police asked the people to vacate the place.

Synonyms: leave, quit, abandon, withdraw, desert, evacuate

Antonyms: occupy, capture, enter, fill, take

106. WEAKEN (v.) – to decline: The disease has weakened his body.

Synonyms: dilute, impair, paralyse, debilitate, enfeeble

Antonyms: empower, confirm, strengthen, invigorate

107. ZENITH (n.) – peak: He has reached the zenith of his fame.

Synonyms: acme, climax, height, peak, summit, top, vertex

Antonyms: nadir, bottom, depth, lowest point

Exercise 01: Write synonyms of the words given in the brackets;

a. A lot of crops grow in Bangladesh because her land is (fertile).
b. He is always (antagonistic) to me.
c. I do not like him because of his (audacity)
d. We cannot live without air. It is (indispensable) for us.
e. The prisoner was (released) from his charge.
f. The man was (fascinated) by the beauty of the lady.
g. It is not (feasible).
h. I like this food because it is (hygienic).
i. His (amiable) attitude charmed us.
j. We want to (eradicate) poverty from our country.
k. Today is one of the most (favourable) day of my life.
l. The mistake was not (deliberate).
m. The cuckoo has a very (dulcet) voice.
n. If you are (honest), you will prosper in life.
o. He is a (notorious) killer.

Exercise 02: Write antonyms of the words given in the brackets:

a. His speech is always (believable).
b. His (prudent) decision infuriated me.
c. I like her because she is (lethargic).
d. The word ‘honesty’ means (immortality).
e. Smoking is (beneficial) for health.
f. His misbehaviour (pleased) me.
g. His (peaceful) attitude frightened us all.
h. The lady guest very (reticent)
i. I like my friend because he is (spendthrift).
j. His wife is (infidel) to him.
k. Medicine (aggravate) diseases.

Exercise 03: Give antonyms of the following words and make sentences with them:

Tentative, filthy, flattery, superficial, shabby, serene, reticent, relinquish, refute, omnipotent, sanguine, eradicate, alleviate, deceptive, peril, antipathy, pacify, deteriorate, terseness, unkempt

Exercise 04: Give synonyms of the following words and make sentences with them:

Durability, momentous, reveal, strange, animosity, catastrophe, diffuse, scarcity, enduring, liberal, awkward, talkative, clandestine, feasible, lucrative, delicate, vigilant, vulgar, unanimous

Answer key:

Exercise 01:

a. Productive, Bountiful, Rich,
b. Aggressive, Hostile, Unfriendly, Intimidate
c. Daring, Courage, Boldness, Valor, Bravery
d. Important, Crucial, Vital, Necessary, Essential
e. Free, Unrestricted, Unconfined, Open, Liberated
f. Enthralled, Captivated, Mesmerized, Rapt
g. Realistic, Practical, Reasonable, Convenient
h. Clean, Sterile, Germ-free, Sanitary
i. Sociable, Friendly, Cordial, Kind
j. Eliminate, Destroy, Exterminate, Remove
k. Sympathetic, Constructive, Caring, Compassionate
l. Purposeful, Determined, Firm, Dogged
m. Sweet, Melodious, Pleasant, Pleasurable, lovely
n. Truthful, Frank, Candid, Open, Sincere, Direct
o. Infamous, Dishonourable, Wicked

Exercise 02: Answers

a. Unbelievable, Amazing, Incredible
b. Reckless, Wild, Careless, Hasty
c. Energetic, Active, Vigorous, Bouncing
d. Mortality, Death, Transience
e. Harmful, Damaging, Hurtful, Dangerous
f. Displeased, Discontented, Unhappy, Unsatisfied
g. Violent, Brutal, Cruel, Vicious
h. Talkative, Garrulous, Chatty,
i. Calculative, Careful, Cautious
j. Unfaithful, Traitorous, Disloyal
k. Develop, Extend, Enlarge, Expand

Exercise 03: Answers

Tentative-(Exact, Sure): The study shows a tentative causes for road accidents in Bangladesh.
Filthy-(Clean, Clear): Dhaka city is polluted with filthy air.
Flattery-(Insult, Abuse, Offense): She used flattery to get good marks.
Superficial-(Interior, Inherent): Sometimes superficial knowledge becomes dangerous.
Shabby-(Clean, Fresh, Spotless): She lived in a shabby hut in the slum.
Serene-(Bustling, Lively): Pond water always remain serene.
Reticent-(Talkative, Chatty, Garrolous): His reticent speech attracted everyone.
Relinquish-(Join, Link, Unite): She departed with a relinquished heart.
Refute-(Prove, Establish, Verify, Confirm): Everybody refuted his ideas.
Omnipotent-(Powerless, Helpless, Weak, Incapable): Only God is omnipotent.
Sanguine-(Doubtful, Uncertain, Hesitate): The committee takes a more sanguine view.
Eradicate-(Establish, Construct): His membership is eradicated last month.
Alleviate-(Aggravate, Worsen): Physical therapy alleviates pain.
Deceptive-(Honest, Frank, Candid): All his directions were deceptive for the troops.

Peril-(Safety, Security, Protection): The wild animals are in peril because of natural disasters.
Antipathy-(Friendship, fellow feeling): The causes of antipathy between them are unknown.
Pacify-(Antagonize, Irritate): The chairman pacified the members of the committee.
Deteriorate-(Improve, Recover, progress): The bad weather deteriorated his health.
Terseness-(length, Span, Duration): I like his writing because of his use of terseness.
Unkempt-(Clean, Fresh): Unkempt environment is bad for health.

Exercise 04: Answers

Durability- (Stability, Strength, Resilience, Permanence, Sturdiness) : Positive trait of commodities are often justified by their durability.
Momentous- (Significant, Important, Vital, Crucial, Meaningful) : Sheikh BujiburRahman brought a momentous victory for Bengali peoples.
Reveal- (Disclose, Make public, Expose, Make known, Divulge) : Finally, the villagers revealed the truth to the inspector.
Strange -(Odd, weird, eccentric, uncanny, peculiar) : Nobody supported his strange ideas.
Animosity-(Hostility, Bitterness, Acrimony, Ill-feeling, Enmity) : Animosity was a common phenomenon in the ancient clans.
Catastrophe-(Disaster, Calamity, Misfortune, Ruin, Devastation, Tragedy) : The death of his only son brought catastrophe in his life.
Diffuse-(Distribute, Circulate, Spread, Scatter, Disperse) : Bad news diffuse rapidly.
Scarcity-(Shortage, Lack, Dearth, Deficiency, Famine) : The scarcity of natural gas may hamper our power system.
Enduring-(Stable, Lasting, Endure, Durable): Enduring development is the goal of the government.
Liberal-(Open-minded, Broad-minded, Tolerant, Moderate, Freethinking, Noninterventionist) : The government should be liberal in policy making.
Awkward-(Uncomfortable, Discomfited, Embarrassed, ill at ease) : She does not know how to manage an awkward situation.
Talkative-(Garrulous, Loquacious, Chatty, Fluent, Glib) : The boy is talkative in nature.
Clandestine-(Secret, Underground, Concealed, Covert, Stealthy) : The man has a clandestine relationships with a girl.
Feasible-(Realistic, Practical, Viable, Reasonable, Possible) : Everybody supported his feasible decision.
Lucrative-(Productive, Profitable, Rewarding, Worthwhile, Beneficial) : only the fools may miss the lucrative offer.
Delicate-(Fragile, Frail, Weak, Flimsy, Subtle, Insubstantial): The construction of the building is absolutely delicate.
Vigilant-(Watchful, Cautious, Attentive, Alert, Heedful, Observant) : God’s vigilant eyes are always upon us.
Vulgar-(Rude, Offensive, Crude, Naughty, Bad) : His approach was vulgar in line with his position.
Unanimous-(Common, Agreed, Undisputed, Undivided) : They took unanimous decision to stop child marriage.

Unit 12
Punctuation

Objectives:

After the completion of this unit, you would be able to---

- explain what punctuation is.
- understand the importance of punctuation in language use.
- use appropriate punchuation marks.

Overview:

Lesson 1: *Punctuation*

Lesson 2: *The Rules of Punctuation*

Answer Key

Lesson 1: Punctuation

Punctuation means the right use of putting in points or stops in writing. We cannot do without punctuation marks in writing. They show when to slow down or stop, and they tell when to change directions. When you use punctuation marks correctly, your readers will have no trouble finding their way through what you have written.

Observe the following two excerpts, one punctuated properly, and the other is not:

a. you silly idiot get off my head will you if you dont ill bash you when I get up from here you see if i dont.

b. You silly idiot! Get off my head, will you? If you don't, I'll bash you – when I get up from here. You see if I don't!.

Obviously, the second, punctuated version is easier to read, for it suggests where the speaker would pause or emphasize his words to get the necessary impact.

Sometimes punctuation is vital in showing the meaning intended by a writer. For example:

> Woman without her man is a savage.
>
> Woman! Without her, man is savage.

In this pair of sentences, one can see how the punctuation affects the whole meaning.

Lesson 2: The Rules of Punctuation.

The Full Stop/Period (.)

1. Most commonly, it divides sentence from sentence. Put a Full Stop/Period at the end of a sentence. For example –

   > I am going to cinema tonight. The movie begins at nine. Would you like to come with me?

   Note that the full stop is replaced by a question mark at the end of a question. Similarly, an exclamation mark ends an exclamation.

2. Put a full stop after most abbreviations: Mr. Wood, Mrs. Moore, Nov. 12, A.M. Hon., F.R.C.S. , etc.

   But, do not put period after some abbreviations: FBI, NBC, JFK, min, NFL, UMW, lb, kg, AL, CA, etc

3. Put a period inside quotation marks: He said, "Do not smoke here."

The Comma (,)

Whenever the sense demands that the reader or speaker should make a slight pause, a comma should be used.

1. To separate items in a list:

   We bought some shoes, gloves, a jersey, handkerchiefs, and a scarf.

2. To separate adjectives or adverbs when several are used:

   The children were noisy, mischievous, inquisitive, unruly, and altogether something of a nuisance.

   The snow fell silently, densely, almost unnoticed, in an even whiteness which soon covered the whole landscape.

3. To separate parts of date and addresses:

   23rd July, 2016. Monday, 15 August, 2016.

   James Roberts Esq.,
   Woodstock Manor,
   Ancoats Road,
   Wolverton,
   Surrey.

4. Use a comma to separate introductory phrases and clauses from the independent clause, particularly if the phrase or clause is long:

   Although he had never played a guitar, he somehow managed to make beautiful music.

5. In pairs, to enclose words used 'in apposition' – words which follow a noun to tell you more about it:

   This vase, a fine specimen of its kind, is now my property.

   John Maxwell, Chairman of our company, has just arrived.

   The dodo, a curious bird, is now extinct.

6. In pairs, to enclose words or phrases like: 'however', 'well' 'by the way', 'to speak plainly':

   He admitted, however, that he was wrong. (However, he admitted that he was wrong.)

   You told me, by the way, that you still had it.

7. To separate or enclose names of people being spoken to:

   Please, Brother, will you help me?

   Try to do it now, Rakib.

   Thank you, Sir, for your advice.

   David, will you please listen to me.

8. To separate words spoken as direct speech from the rest of a sentence:

   My brother said, "That is just as it should be."

   "That is just as it should be," said my brother.

9. In letters, after Dear Sir, Dear Mr. Jonh, etc., and after Yours faithfully, Yours sincerely, etc.
10. In all other cases, to separate parts of a sentence wherever a slight pause seems desirable. Observe the following examples:

    If it is fine tomorrow, I should like to go cycling.

    Although we tried hard to win the game, we lost five runs.

    My friend Hasan, whom you met last week at my party, has married today.

    When I saw how ill he looked, I decided not to tell him of our plans, but he asked me about them, saying how interested he was, and so I had no alternative.

The Inverted Comma or Quotation Mark (“”)

These enclose all quotations or quoted speech-words written down exactly as spoken:

My sister said, “I cannot see how you can eat so much.”

The poem begins: “I wandered lonely as a cloud…”

Some modern usages prefer to use single quotation marks: ‘____’, but you are advised to use double quotation marks: “____”.

The Semicolon (;)

1. This is useful in longer sentences if you want to present several ideas which, though separate, might properly belong in one sentence:

   You could wait for him here; on the other hand I could wait in your place; this would save you valuable time.

   I have not read any of his novels; I know his plays, though.

2. Use a **semicolon** to join two sentences when the second sentence begins with a **transitional word** or **phrase** (also known as a ***conjunctive adverb***).

   Our appetite for new cars, the latest style of jeans, and a new brand of hairspray keeps growing; **therefore**, our economy keeps growing.

3. Use a semicolon to link two independent clauses:

   To give a good party, you must consider the lighting; no one feels comfortable under the bright glare of fluorescent.

The Colon (:)

A colon simply means as follows. It will help you to think of the colon as having the meaning of ‘namely’ or ‘to state in detail’.

1. Use a colon when making a list:

   There are four ingredients necessary to make a good party: music, lighting, food, and personality.

   For camping you need; a tent, groundsheet, sleeping bag, and cooking equipment.

2. It introduces a quotation or a statement given as an example or enlargement of what has just been mentioned:

   The poem begins: “Earth has not anything to show more fair.”

   His house became what one might expect after years of neglect: a battered, decrepit wreck.

The Note of Interrogation/Question Mark (?)

Any word, group of words, or sentence forming a question must be followed by this mark.

1. Use a question mark at the end of a question sentence.

   Can you tell me your name?

   Wherefore art thou, Romeo?

2. If the question is a quotation, put quotation marks after the question mark.

   He asked, “May I go now?”

   “How do I look?” she asked.

3. If the question is not part of the quotation, put the question mark after the quotation marks.

   Do you believe in “death for death”?

   What do you think of “No new taxes”?

Note: The Question Mark is not used after an indirect question. For example –

He asked me whether I had written my assignment.

The Note of Exclamation/Exclamation Mark (!)

Exclamation Marks are used for emphasis! Excitement! Surprise! For example –

Stop!

Get lost!

Wow, what a fine picture!

Dash (_____)

Dashes are a kind of optional punctuation – some people use them, others don’t. Often you can use a comma or parenthesis instead of dashes. Dash is used –

1. To indicate an abrupt stop or change of thought; as –

   If my father were alive – but why lament the past.

2. To resume a scattered subject or to show flattering speech; as –

   Friends, companions, relatives – all deserted him.

   “Yes – well – I would – only you see – it’s not easy.”

The Hyphen (-)

A hyphen separates compound words. A hyphen is shorter than a dash.

1. If the pair of words forms an adjective that comes before the noun, use a hyphen.
    - Well-known bird
    - First-class work
2. If the adjective pair comes after the noun, you don't need to use a hyphen.
    - His crimes are well known.
    - His work is always first class.
3. Use a hyphen for fractions acting as adjectives;
    - He drank one and two-thirds cans of Coca-Cola.

   But not fractions acting as noun:
    - Two thirds of the people have gone home.
4. Use a hyphen to differentiate certain words:
    - He recollected his memories of 1971.
    - He re-collected the money.
    - She recovered from the flu.
    - She re-covered the sofa.

The Apostrophe (')

The apostrophe is used to show ownership.

Rana's father has come.

Mother's office …

1. The apostrophe is used to show the omission of a letter or letters; as –
    - Don't e'er I've
2. To form plural of letters and figures, apostrophe is used; as –
    - Dot your ***i's*** and cut your ***t's***.
    - You need to write 2 t's in the word 'written'.
3. If the plural noun doesn't end in ***–s***, add an apostrophe and ***–s***. For example-
    - The women's freedom
    - The bacteria's
    - The committee's decision
4. If the plural ends in ***–s***, just add an apostrophe.
    - The babies' wears
    - The politicians' promise
5. If the word is a proper noun that ends in ***–s***, add an apostrophe and an ***–s***.
    - Yeats's poem
    - Ross's riddle
    - Chris's crisis

The Parenthesis/Bracket ( )

Use parenthesis to enclose extra materials (explanation, asides, etc.) that are not basic to the meaning of the sentence but that would otherwise interrupt the flow of the sentence.

Franklin Delano Roosevelt (Democrat, New York) was the only person to be elected President four times.

He gained from Heaven (it was all he wished) a friend.

The Asterisk (*)

Asterisk is used to draw some special attention; and two or more asterisks are used to denote that some words or phrases or clauses have been intentionally left out.

Punctuation* is very important in writing.

The woman*** at last confessed the crime.

Exercise

Lesson 2:

1. Use appropriate punctuation marks in the following passage:

I came here yesterday from my village home he said why did you come I asked my mother sent me to you with this letter he replied how is your mother now I have not seen her for a long time I said

2. Why do you not go asked the eldest of the girls and mistress of the house Do you find your payment to little Then turning to her sisters she said Give him another dinner By Allay sweet ladies replied the porter You have paid me well enough my ordinary pay is but a few coppers It is about you that my heart is troubled How is it that you lived alone in this house with no man to attend you

Answer Key

1. "I came here yesterday from my village home," he said. "Why did you come?" I asked. "My mother sent me to you with this letter," he replied. "How is you mother? I have not seen her for a long time," I said.

2. "Why do you not go?" asked the eldest of the girls and the mistress of the house, "Do you find your payment too little?" Then, turning to her sisters, she said, "Give him another dinner." "By Allah, sweet ladies," replied the porter, "You have paid me well enough; my ordinary pay is but a few coppers. It is about you that my heart is troubled. How is it that you lived alone in this house with no man to attend you?"

Unit 13
E-mail/Report Writing

Objectives

After the completion of this unit, you would be able to---

- write emails.
- write newspaper reports.

Overview:

Lesson 1: *Email Writing*

Lesson 2: *Report Writing*

Answer Key

Lessson-1 : Email writing

An email is electronic mail. At present, the email is well recognized as a vehicle of communication. Email is actually a from of letter writing. There are many rules to follow for email writing. As a result, there is no standard format for email writing. Emails are written in many informal ways. The ways one can follow for email writing are:-

1. There will be meaningful subject in email box.
2. The message will have to visualize in a certain headlines.
3. The email will not be too long.
4. Words or phrases will be in capital letter.
5. You should be careful for punctuation mark.
6. You will have to careful to divide formal and informal email.

One may follow this following format-
Sender's name and address
Date:
Recipient's address:
Subject:
Salutation
Body
Closing
Signature

However, we can exchange information very fast through email. We send important messages through email for personal, official and commercial purposes.

1. Suppose you are an account holder in Jamuna Bank Limited. Read the following letter, and write a reply with necessary information.

From : Hannan <hannan.@gmail.com

Date : May 5, 2015

To : Manager <jamuna.bd@yahoo.com

Sub. : Opening a Savings Account

Dear Sir

I would like to inform you that I have recently joined Viqarunnissa High School in Bashundhara residential area. I have also shifted to this area. I am in need of opening a savings account here. I understand that our school also operates its account in your reputed bank. I also intend to open my account in your branch.

I would, therefore, appreciate if you could let me know the requirements and procedures of opening an account.

Thanking you for your cooperation.

Yours sincerely,

M.A. Hannan

Assistant Teacher in English

Vikarunnessa Girls High School

Email reply of the Branch Manager to the prospective client with advice and asking his/her latest photographs.

From : Manager <jamuna.bd@yahoo.com

Date : May 5, 2015

To : Hannan <hannan.@gmail.com

Sub: Opening a Savings Account

Dear Mr. Hannan,

I would like to thank you for your interest in our bank. We appreciate your choosing us for banking services. We welcome your decision to open an account in our branch. We assure you of the sincerest service of my team.

I would request you to come over one of these days during public hours for opening the account. I am enclosing the prescribed form in the attachment. Please read and fill it up and carry that when you come. Please do not foget to bring your recent passport size photograph (two copies) as well as the photographs of your nominee. Photographs should be duly attested by a gazetted government officer. We will explain you the advantages and benefits of opening an account with us when you come.

Welcoming you again.

Yours sincerely,

Md. Qurban Ali Manager

Jamuna Bank Ltd, Dhaka

2. Suppose you are an owner of a shopping mall. Read the following email sent by a manufacturing company. Now write a reply for supplying some goods.

From : sadad.hussain@gmailcom

Date : June 12,2015

To : swapnadptstore@yahoo.com

Sub : Proposal to supply products for the departmental store.

Dear Sir,

We have come to know that you have recently opened a departmental store in Banani, Dhaka with a new marketing strategy. We appreciate your innovative steps to market processed shelf products preferred by your Banani and Gulshan clients. In this context, we are introducing ourselves to you with offer of mutually beneficial partnership with you.

You would be happy to know that we are an industry producing exactly the processed agro and food products as your store is selling. We have a wide range of products like dairy products,

grocery products, condiments and spices, food grains, processed vegetables, processed meat and fish products, canned items, juice and oil products, bakery products, etc. of high standard. Quality is assured as we are also exporting most of these products. Moreover, all our products are tested and certified by Bangladesh Standard Testing Institute (BSTI) and Bangladesh Centre of Scientific and Industrial Research (BCSIR).

Since we produce on scale, we can also give you a price advantage and higher margin of commission. We are open to both the options, such as working on partnership basis and individual order basis. In case of the first option, delivery, removal, profit sharing would be done under a partnership agreement. In case of orders, we would supply according to your requirements and when you let us know.

Please, have a look at our enclosed offer of price and commission that include delivery. I am available for any query and discussion with you. We hope to establish a long term mutually beneficial business relation and look forward to your positive response.

Yours sincerely,

Md. Saadat Hussain

Marketing Director ACI, Dhaka

Reply email

From : swapnadptstore@yahoo.com

Date : June 12,2015

To : sadad.hussain@gmail.com

Sub: Your proposal to supply products for departmental store

Dear Sir,

I thank you for your proposal of establishing business relation with us and intention to supply agro and food products to our store. We have gone through your list of products along with prices for the month and the range of commission. All these seem interesting to us. As 50% of the products sold in our store are the ones also produced by your business group, it would be beneficial for both our sides to have a regular supply arrangement. We tend to be more interested in the option of partnership agreement and regular supply under that. But before that it would be more practicable to take two or three orders and see the customer demand.

I would, therefore, suggest a meeting with you for price finalization. We could also discuss commission and the terms of partnership agreement. I am available to visit your dairy and food processing factories and then discussions with you in your head office. That would give us the opportunity to see your production process and discussion with your MD and Chairman as well for quicker decision.

Please indicate the date and time.

Yours sincerely,

Arman Ali

Managing Director Swapna Departmental Store

Banani, Dhaka

3. Suppose you have passed HSC Exam. You have got an email from the authority of a private university about admission. Now write a reply to the authority concerned for further information about admission.

Eletter of the private university accepting the student for admission.

From : ahamid-dregister@hotmail.com

Date : July 21, 2015

To : moniruzzaman@gmail.com

Sub: Admission for law course.

Dear Sajjad Hossain,

Thank you for your email expressing your willingness to get admission in our university. We have checked your academic results and documents you sent by attachment. We are pleased to accept you for our law course. We are close to getting all students for Section A of the course. Therefore, we would advise you to complete the admission formalities as early as possible. Admission for section A would give you some discount. Please be sure that the law course in our university is well recognized in the country. Renowned teachers and law practitioners in the country are teaching the course. The quality and standard is high. And you have made the right choice for admission.

Please check our website for information and complete the admission process.

Welcoming you to the university and wishing you success in the course.

Yours sincerely,

A. Hamid

Deputy Register

Dhaka International University, Banani, Dhaka

Student's e-reply.

moniruzzaman@gmail.com July 21, 2015

ahamid.dregister@hotmail .com

Sub: Admission for law course

Dear Sir,

I am happy to receive your acceptance of my admission in the law course at honours level. I am now decided to get the admission.

Meanwhile, I have checked your university website to see general information about your university, levels of fees and some admission formalities. However, the information are not detailed and I need specific information like what documents are required, what are the admission procedures and deadline, what's the commencement day of the course, what is the credit transfer facility, and with what foreign universities you have academic cooperation. I am preparing for the admission and your information will help me quicken it.

Looking forward to your reply soon.

Yours sincerely,

Moniruzzaman

Khulna

4. Suppose you are an HSC candidate. You have an email from education board to check your registration card. Now write a reply to the Inspector of the board.

From : ahmedshafiq@gmail.com

Date : May 11, 2015

To : inspectoroeduexams@yahoo.com

Sub: Checking registration card

Dear Sajid Karim,

We have lately issued registration cards for the HSC examinees of 2015. We have sent the same electronically to the colleges with a request to come back to us for any mistake, omission, or correction within two weeks. We have got confirmation of receipt of registration cards for your college. But we are yet to receive the same for five examinees of your college including yourself. Please, check whether you have received your registration card and whether it is alright and let us know quickly.

Looking forward to your quick response.

Sincerely,

Ahmed Shafiq

Student's reply.

From : inspectoroeduexams@vahoo.com

Date : May 11, 2015

To : ahmedshafiq@gmail.com

Sub: Checking registration card.

Dear Sir,

I thank you for your thoughtful e-message to me and your concern for our smooth examination formalities. I deeply appreciate your kind query. I have received the registration card without mistake and it is alright. However, I checked with the college and tried to understand why there was no confirmation about five students sent from the college administration. We found that the list of confirmation which the college sent to you does not contain the last page containing names of five students including myself. Therefore, I suspect, the last page could have been lost in time of mailing to you and you have received the list without it. This is an inadvertent mistake.

I thank you again for your concern.

Yours sincerely,

Sajid Karim

Patuakhali

5. Suppose you are the Principal of a college. A tourism company has sent you an email offiering tours. Now write an email in reply to the manager of the Tours and travels Co. Ltd.

Eletter of the Tours & Travels Co Ltd.

From : principal<ranitalukder_l 932@yahoo.com

Date : May 11, 2015

To : manager<tours&traelscoltd@gmail.com

Sub: Interesting package of tours and travels

Dear Sir,

We are a well known tour operator and travel agency in Bangladesh with several domestic and international tourism packages. We offer all types of packages suiting the expectations and desires of tourists having different kinds of interests. We have both high end and low end offers and packages. We also can tailor make tour programmes. We have long experience in arranging tailored tour packages for students of colleges and universities of Bangladesh.

The high season of domestic tourism starts within two months and we are already receiving requests for individual as well as group tours. We have three packages in hand for Bangladesh: visit to the Sundarbans and the Mongla area including a forest safari; visit to the Cox's Bazaar and Inani Beaches including a day to the St. Martin islands; visit to the Sylhet and Sunamgunj Haor areas including eco-tourims in the Haor on house boat. We also have our regular tour packages involving tour programmes in Myanmar and Chiangmai, Thailand. Packages can be three day long or longer according to the need of the group.

I would recommend a domestic tour for the students of your college which would familiarize them with the beauty and diversity of their own country. Although cost of a domestic tour ranges between Tk. five thousand to Tk. 15,000 a large group would bring down the cost and increase comfort and facilities. We make full transport, hotel and security arrangements and take due care of female tourists.

Please, therefore, let us know your decision. I will send a representative to you to discuss and finalise details if you are agreeable.

Yours sincerely,

Rani Talukdar

Reply of the Principal.

From : manager<tours&traelscoltd@gmail.com

Date : May 11, 2015

To : principal<ranitalukder_l932@yahoo.com

Sub: Interesting package of tours and travels

Dear Ms. Rani Talukdar,

I thank you for your letter of 22 May 2015 offering tour packages and the opportunity of your tailor made services. Your experience and packages are interesting in the one hand and financially feasible on the other. I agree with you that students need extra curricular activities like tourism and knowledge of the beauty of their motherland. I myself am a traveler and

encourage my students to travel and know. In fact, we have included a tour programme in this year's college plan of extra curricular activities. The plan has raised interest in many of our students. We expect about 100 students to avail your package.

However, for a decision we need details and discussion with the college students union. Therefore, please send your representative for discussion with us and the students union, next week. We are available at 12 noon either on Monday or Wednesday next. We hope we will be able to work out a satisfactory tour programme well in advance. We are planning for a tour in end August.

Yours sincerely,

A Majid

6. Suppose you have got an email from a business farm requesting you to open an account in your bank. Now write a reply

Eletter from a person to open a bank account

From : rafiqahmed-bd@gmail.com

Date : May 11, 2015

To : manager<abbank_bd.org@yahoo.com

Sub: Opening a bank account

I have recently shifted to Uttara on my transfer to the Uttara Commerce College. I need to open a savings account in your bank. I have learnt that our college operates an account in your reputed branch. So, I think it would be convenient for me also to maintain an account in your branch. Please, let me know the requirements and procedures for me to follow. Once I get the information I would visit your bank prepared to open the account.

Thanking you in advance for your cooperation.

Yours sincerely

Rafiq Ahmed

Assistant Professor

Uttara Commerce College

Uttara Dhaka

Ereply of the Manager

From : manager<abbank _bd.org@yahoo.com

Date : May 11, 2015

To : rafiqahmed-bd@gmail.com

Sub: Opening a bank account

Dear Sir,

I thank you for your interest in opening a bank account and choosing us for the services you need. We will be happy to assist you in opening the account in one day as we are providing smooth banking services to your college. For the purpose, you are required to bring two passport

size photographs of yourself and the same of your nominee duly attested by a first class gazetted officer. We are enclosing accounts opening forms for your filling up. Please, do not forget to bring recommendation or reference of a person in the said forms and a minimum sum of Tk. one thousand to start operation. We also issue debit card for ATM cash booth operation which will be issued to you later in due course.

We are available on any working day for you during the public hours from 10 AM to 4PM.

Look forward to seeing you and be of your assistance.

Yours sincerely,

Rezaul Karim

Manager

AB Bank

Uttara Branch

Uttara, Dhaka

7. A supply company offers your office to supply necessary articles for your office. Now write a reply.

Eletter of a supply company

From : khalid.hasan88@yahoo.com

Date : May 11, 2015

To : dhakabank-bd@gmail.com

Sub: Offer of supply of office articles

Dear Sir,

We are specialist in supply of office materials and articles including office furniture, stationary and equipments. We have a large store with impressive stock with logistic arrangements and preparedness to supply seven days upon seven with short notice. Our prices are also competitive. Regular customers of our products receive special discounts from us. We also provide after sales service for the equipments we supply and take good care under guarantee arrangement. We supply necessary articles to over thirty offices. We also have arrangements with courier companies to supply outside Dhaka.

We are enclosing our latest catalogue with price offers for your choice and requirement.

We would be happy to meet your office requirements and provide necessary after sales service. We hope a good number of our products would interest you and we would be able to supply you on a regular basis to your satisfaction

Looking forward to hearing from you.

Yours sincerely

Khalid Hasan

Proprietor

Cosmopolitan Office Solution Ltd.

Purana Paltan, Dhaka

Ereply to the supplying company.

From : dhakabank-bd@gmail.com

Date : May 11, 2015

To : khalid.hasan88@yahoo.com

Sub: Supply of Office Articles

Dear Sir,

I thank you for your e-letter dated 25 May 2015 along with your latest catalogue including price of office articles. We need a good number of products that you offer. Our branch deals with huge daily operation. However, for purchase decision of some equipment we need detailed specifications and clarifications on installation etc. I would therefore, suggest you to send an expert sales representative from your company to explain technical features of your electronic equipments. We are particularly interested in security related equipment and equipments relating to automation, e-services, stand by power supply and stabilization equipments etc.

We would appreciate if your representative comes next week on Tuesday or Wednesday during public hours. He or she may give us an hour's notice by phone call at 8731472. We will make order of some equipment following the demonstration.

Yours sincerely,

Munir Khan

Manager

Dhaka Bank

Gulshan Branch

Gulshan, Dhaka

8. A sports shop offers your club with sports materials. Now write a reply as a secretary of a sports club.

From : sadathossain@gmail.com

Date : May 11, 2015

To : orangeclub-bd-k@yahoo.com

Sub: Offer of supply of sports items

Dear Sir,

We are a supplier of sports materials and articles with an experience and business in the field for over 50 years. We have been supplying our quality products to many institutions, clubs, and sports organizations including yours. We last supplied you three years ago and have not received any further order from you. However, anticipating that you might be in need of sports items, we are enclosing a list of items with discounted price offers applicable only for old customers like you.

We are hoping to receive your order upon which delivery will be made in good order within three days.

Looking forward to hearing from you.

Yours sincerely,

Proprietor, Sadat Hossain

Allied Sports

Paltan, Dhaka

E-repIy of the Secretary of the Club

From : orangeclub-bd-k@yahoo.com

Date : May 1,2015

To : sadathossain@gmail.com

Sub: Order for sports items.

Dear Sir,

I thank you for your e-offer for supply of sports items. Indeed, our club purchased items from you three years ago. The articles were good and to our satisfaction. We also thank you for considering us as your valued customer as you have offered us discounted price.

We are pleased to place an order of the following items:

SI. No.	Name of the item	Quantity
01.	Cricket bats	half a dozen
02.	Cricket balls	two dozen
03.	Hockey sticks	one dozen
04.	Hockey balls	half a dozen
05.	Badminton rackets	one dozen
06.	Shuttle cocks	four boxes
07.	Footballs	one dozen
08.	Volley balls	half a dozen
09.	Badminton nets	half a dozen
10.	Tennis nets	four pieces
11.	Tennis balls	two dozens
12.	Ping Pong set	One set

We would appreciate if you please pack the products in hard boxes for safe transportation. Please arrange delivery within seven days. Payment would be made upon delivery through bank transfer.

Yours sincerely,

Khurshid Kamal

General Secretary

Orange Club, Khulna

Exercise

1. **A life insurance company has sent an e-mail requesting to open a group insurance for the teachers of your college. As a principal of the college write a reply.**

Eletter of the Insurance company.
From : primeinsurance@yahoo.com
Date : May 11, 2015
To : principal<ahmed_faruq@gmail.com

Sub: Great package of group insurance

Dear Sir,

We are Prime Insurance with wide coverage in Bangladesh. In our special drive to expand this coverage we are contacting you and making this special group-offer for life insurance of the teachers of your college. The scheme will remain valid even if any teacher of your college gets transferred. We are enclosing our brochure for the special scheme. It will remain valid only for this month. I assure you of flexibility and dedicated service of an agent based in Pabna. The agent also remains available for any further question or clarification.

I am looking forward to hearing from you and remain open to your suggestions and ideas. I wish you would discuss the matter with your teaching colleagues and call the agent at his No. 01997250453 for a discussion and decision. I would be glad to remain in contact with you over this.

Yours sincerely,

A Karim

Senior Vice President

Prime Insurance Ltd.

2. **A food product company has sent an e-mail asking your permission for the campaign of their food products and soft drinks in your college campus. Now as a principal write a reply.**

From : monicaarshad@gmail.com
Date : May 11, 2015
To : Principal<ahmedrajib-2344@yahoo.com

Sub: Food promotion in the campus

Dear Sir,

We are a newly established food processing and drink making industry. As our company is new we are in need of vigorous publicity and promotional campaign. However, quality of our products is excellent. For, we are producing with European technology following high and fully secure and safe formula.

For the purposes of the promotion, we would like to hold a promotion activity in your college campus. Our target will be the students of your college. We are sure the students would have a taste of our products and come to like them. That way we expect to get their families as our clients.

We would therefore, request your permission to hold a promotional activity in your campus for one whole day.

Yours sincerely,

Monica Arshad

Sales Manager

Jehan Food Processing Ltd.

Dhaka

Answer Key:

1. E-reply of the Principal to the insurace company.
From : principal<ahmed_faruq@gmail.com
Date : May 11, 2015
To : primeinsurance@yahoo.com

Sub: Group insurance package

Dear Sir,

I thank you for your letter proposing a group insurance for the teaching staff of the Edward College. I appreciate your proposal and find your brochure and special package very interesting. I will pass the information to all the teacheft'-of the College and request them to sit with me next week and give their feed back.

I am sure your special package of group insurance would attract a good number of teachers if not all. However, let me have a discussion within ourselves. After the meeting I would come back to you and call the agent for discussion and decision.

We hope something positive would come out.

Yours sincerely,

Ahmed Faruq
Principal
Edward College, Pabna

2. Ereply of the Principal to food processing company.

From : Principal<ahmedraj ib-2344@yahoo.com

Date : May 11, 2015

To : monicaarshad@gmail.com

Sub: Food promotion in the campus.

Dear Mr. Khalil,

I refer to your e-message yesterday requesting us to allow holding of a food promotion activity in the college campus. While appreciating your idea I assure you that there is no objection on our part for the activity. You may go ahead with your preparation for it and hold it any day next week. However, it will be advisable if you could set the stall and make the physical arrangement in the afternoon of the day before your promotional work.

We understand, you will bring and take back all installation materials in time and there will be no cost involved from the college.

Wishing you a successful promotion of your food products.

Yours sincerely,

Rajib Ahmed

The Principal

Ideal College Dhaka

Lesson 2 : Report Writing

The definition of report writing is creating an account or statement that describes in detail an event, situation or occurrence, usually as the result of observation or inquiry. The two most common forms of report writing are news report writing and academic report writing. Report writing is different from other forms of writing because it only includes facts, not the opinion or judgement of the writer.

News reporting typically involves writing about what, when, where and why an event happened. The foundation of any news report is facts. However, eye witness accounts and interviews with experts are often added to strengthen the story and provide more details. News report writing is usually organized with the most relevant information at the beginning and supporting details or background information at the end of the report.

On the other hand, academic report writing focuses on summarizing the process of conducting research.

A news report is the basic facts of a story that is currently happening or that just happened. Writing a news report is easy if you report on the subject, conduct good interviews, and write in a style that is clear, concise, and active.

News Report Writing

1. Suppose an award giving ceremony to the meritorious students of your college was held in your college auditorium a few days ago. Now write a report on it.

Award giving ceremony held in K.C College

Staff Reporter

Jhenidah, 27th June, 2015: An award giving ceremony was held on 27th June, 2015 in KC College campus. The programme was held amidst huge enthusiasm and festivity all around. The programme started at 8 a.m and continued till evening. Many colourful events like the competition of recitation, dance, song, set speech etc. were performed by the students of this college.

The function ended at 7 p.m. with the prize giving session which was chaired by the principal of the college, and Mr. Jalil, the MP of Jhenidah-4, honoured the chair of the Chief guest. There were many renowned persons present in the function and it ended after giving prizes among the most meritorious students by the chief guest. The honourable D.C of Jhenidah also distributed prizes among the meritorious students as special guest.

Such an exceptional programme encouraged the deserving students and has created a lot of enthusiasm among the guardians and local people. Such programmes may encourage the prospective students to try hard for future better results. The conscious citizens welcomed this move by the politicians.

2. Suppose you are a staff reporter of The Independent working in Faridpur . Now prepare a report on road mishap to publish the news in the daily.

Road accidents kill six people in Faridpur

Special Correspondent

Faridpur, 28, 2015: A tragic road accident occurred here at Badarpur on Faridpur-Khulna high way that left six people including college student dead- three on the spot and three others on the way to hospitals at dawn according to police source. The accident happened when a Dhaka bound truck (Jessore TA-02-04) rammed into another standing truck (Khulna TA-05007) from behind near Krishi College at Badarpur under Sadar upazila six kilometres off the district head quarters. The victims were identified as Sijan (20), Monir (30), Tariqul (35), Ismail (40), Shah Alam (50), the driver, and Mamun Reza (40).

It was reported that the truck driver was drunk and lost control of the truck at the time of accident. The truck was held responsible for this tragic incident. There should be a system to prevent the drivers from driving in drunken condition. Unless road and transport laws are enforced strictly, such tragic incidents will continue to snatch away valuable lives of the thousands.

Such occurrences are very common at this point on Dhaka-Khulna Highway. The concerned people and local residents think that highway police should be on guard and more vigilant in this regard. And a road divider is urgently needed at this point to avoid further losses of valuable lives so that no woman becomes a widow and no children become orphans losing their parents.

3. The results of the H.S.C examination of this year have just come out. Now prepare an elaborate report on it for the daily you are working for.

H.S.C. results published

Staff Reporter

Dhaka, 12 May,2015: The final results of H.S.C exam-2015 were published all over the country by 8 education boards. The results were published after two months of the H.S.C final exam held in March-2015. The average pass percentage was 95. This was the highest ever pass percentage in the H.S.C final exam since independence. Dhaka Notre Dame College topped the list of the best colleges securing 1400 G.PA 5 followed by Dhaka City College which secured 1005 G.P.A-5. The third position was secured by Viquarunnisa Noon College which secured 995 G.P.A 5. The rate of pass percentage was the highest in Dhaka Board with 98%. Barishal Board had the lowest pass percentage which was 59%. Among the government colleges Rajshahi New Government Degree College topped the list by securing 600 G.P.A 5. In Chittagong Board, Chittagong College secured the topmost position by securing 450 G.P.A 5. In Jessore Board Jessore Cantonment College secured the top position.

This year the candidates from villages have not done well. The main reason is their failure in English. Many rural colleges don’t have English teachers. The government should look into the matter seriously to address the problem immediately. After all this year’s H.S.C results were the best ever in the country. The honourable education minister expressed his satisfaction over the results and thanked the respected teachers, guardians, students and all concerned to achieve such a tremendous success.

4. You are a reporter of a renowned newspaper. You have experienced an unexpected fire on a garments factory. Now write a report.

Tragic fire in Silver Line Garment, over 100 killed

Dhaka, 31 March, 2015: A tragic fire broke out at about 7.30 pm at the Silver Line Garments Industries Ltd. causing hundreds of death of the garments workers and the employees. The tragic fire accident lasted for about three hours.

Thousands were injured due to panic and rush. The cause of the fire accident was still unknown. Many believed primarily that the short circuit might cause the fire accident. At first there was smoke in the fifth floor. Later fire spread from the ground floor to the top floor.

The exact number of deaths was not confirmed. Property worth crore was gutted. The primary estimate was 10 crore taka loss. The rescue operation was still going on. The number of casualties increased as there w'as no emergency exit. The stair case was not broad enough for the large number of people rushing for safe exit.

5. Suppose you had a chance to pay a visit to a village fair at your locality last month. Now prepare a report on that fair for the daily paper you are working for.

Village fair held

Staff Reporter

Manikganj 15, April,2015: A village fair was arranged in Andher Maink, Jhitka on the occasion of Pahela Baishakh. A huge gathering of people visited the fair. Different goods of daily village life were on sale. Interesting games and sports such as kabadi competition, wrestling and lathikhela were arranged and attracted a huge number of people to the village fair. People from all walks of life came to the fair with a lot of enthusiasm and delight.

Local producers of different goods also had a rare chance of marketing their handmade products at a high price. Village food items were also available in the fair. Such fair is also a source of recreation for the dull village life.

6. You are a reporter of a reputed daily. You have interviewed many slum-dwellers about their ways of life. Now write a report on them.

Dhaka slum-dwellers in miserable conditions

Special Correspondent

Dhaka, 12 June, 2015: There are about 1 million slum dwellers in about hundred slums in and around the city of Dhaka. Their untold miseries and sufferings go unnoticed for years after years. From investigations it is found that all these slums are illegal. The local musclemen and terrorists control these slums.

Manik Mia from Rayer Bazar slum said that he works as a day labourer. But now he has no job. Again he is living in a makeshift hut for which he is to pay about Tk.1000 per month. Drug trafficking and illegal prostitutes and all unsocial activities are rampant in all these slums.

Slums are ousted very often without prior notice. The unhygienic condition of the slums is beyond the imagination of a sound man. The law enforcing agencies should be more vigilant in

maintaining law and order in the slums. Slum dwellers should be provided with a permanent dwelling place so that they can live at least a human life.

7. Suppose you are a reporter of Hatirpool area of Dhaka city. Now write a report on price hike of some local markets of the city.

Price hike creating menace

Staff Correspondent

Dhaka, 27 August, 2015: Latest price hike has become a headache for each and every one. The prices of the daily commodities are going up day by day. It is no more a headache for the lower income group. The price hike has become a great concern for each and every one.

With wonder it is observed that the price of the necessary goods including baby powder, milk, flour, rice, vegetables, meat, fish has increased double in comparison with those of last week. The general consumers are in a trouble. It has gone beyond their ability to purchase the daily necessaries.

From an interview of some shopkeepers and customers it has come out that an evil group of business magnets was behind this price hike. Wholesalers and the mercenary interest of the vested quarters are mainly responsible for this unto ward scenario. The concerned groups think that hoarding is the main reason of price hike. Common people expect from the government that the authority concerned should look into the matter to bring the price under the purchasing ability of the consumers.

8. Suppose you are a staff reporter of The Independent working in Jhenaidah. A cultural function has been held there. Now to publish the news, write a report to the editor of the daily.

Cultural function held in K. C. College

Staff Reporter

Jhenaidah, 29th June, 2015 : An annual cultural programme was held on 29th June, 2015 in KC college campus. The programme was held amidst huge enthusiasm and festivity all around. A huge number of people attended the programme in a festive mood.

The programme started at 8 a.m and ended at 7 p.m. Many colourful events like the poetry recitation, dance, song, set speech etc. were performed by the students of this college. The cultural function was attended by nationally famous artists such as Trishna, Habib and James.

The function ended with the prize giving session which was chaired by the principal of the college, and Mr. Jamal, the MP of Jhenaidah-4, honoured the chair as the Chief guest. There were many renowned persons present in the function and it ended after giving prizes among the winners by the chief guest. The honourable D.C of Jhenaidah distributed prizes among the winners as special guest.

9. Suppose you are Hasan Utpol, a reporter of a daily newspaper. You have visited a vote centre. Write a report on your observation.

Voting held in peaceful manner at Mugda centre

Special Correspondent

Dhaka 28 June 2015: The 9th national parliamentary election was held on 27 June, 2015 in a festive, free and fair atmosphere. Record high number of voters turned up to vote in each and every vote centre.

The correspondent visited the vote centre at Mugda and saw the voters voting in a long queue waiting patiently for their turn to cast their vote. There was a festive environment all around. The most remarkable was the highest number of female and young voters turning up to vote. The voters voted from 9 a.m to 5 p.m undisturbed.

The law enforcing agencies were vigilant and maintained strict discipline in and around the vote centre. No untoward incident was reported till the end of vote. Just before closing the voting there was a sudden rush of voters who came late. But everyone was allowed to cast their vote.

Exercise

1. **Write a report on the problem of traffic jam in your locality bringing out the causes, effects and possible solutions.**
2. **Write a report on the devastating consequences of drug addiction in the context of Bangladesh.**

Answer Key:

1. Unprecedented traffic jam in Agrabad area

Special Correspondent

Chittagong, 12 April, 2015 : Of late there has been unprecedented traffic jam in the main roads of the port city. There is huge rush of buses, minibuses, private cars and CNG scooters and rickshaws as well. As a result of traffic jam time is being killed unnecessarily and people can hardly reach their destination on time. The traffic system has collapsed.

The traffic control authority does not seem to take notice of the serious problem of traffic jam. Because of traffic jam it takes about half an hour to reach the desired destination. The causes of traffic jam are many. First of all there is no traffic planning. Secondly there is severe shortage of roads.

Again most of the roads are broken. Again the drivers don’t follow the traffic signals. They drive at their sweet will. During the peak hour the authority concerned should be more vigilant. The traffic rules must be followed strictly. Again the traffic law violators should be punished rightly.

2. Devastating menace of drug addiction

Staff Correspondent

Dhaka, 12th June, 2015 : Drug is ruining the young and the old of the country. Particularly the young generation is seriously getting into the habit of taking drugs. These young school going boys and girls are taking drug, neglecting their studies. By being addicted our future generation is getting ruined. We can expect nothing from them.

Drugs are so cheap and easily available that anyone can take drug any time. The serious drugs like heroin, marijuana and hashis are available all around. The addicted people are doing all sorts of crimes.

Drug addiction is creating social unrest and law and order problem. Unless we stop this hyena of drug, our Bangladesh will be engulfed by the drug traffickers in no time. It is time the Government took immediate steps to stop the menace ofdrug to save Bangladesh.

Unit 14
Letter / Application Writing

Objectives

After the completion of this unit, you would be able to write-

- personal letters.
- application / official letters.
- job letters.
- Resume / CV.

Overview:

Lesson 1: *Letter/Application Writing*
Lesson 2: *Job Letters & Resume Writing*
Lesson 3: *Curriculum Vitae (CV) Writing*

Answer Key

Lesson 1: Letter/Application writing

The most important element of writing a good letter is your ability to identify and write to your audience. If you are writing a letter to your friend, it will be crafted in an entirely different manner than if you are writing a letter to the human resources department of a large corporation.

The Presentation of a letter

The presentation of letter can be hand-written for informal letters (friendly letters) that are addressed to friends and family members, especially thank-you letters. If you have really poor or illegible handwriting, you may want to consider typing the letter though.

Formal letters which are written on behalf of businesses or to professional contacts (business letters) should always be typed. The letter should also be free of gramatical and spelling errors, so proofreading it after it is written is of the utmost importance.

Parts of the Letter:

Your address : At the top of your letter, you will put your address, so the reader will know where to send their reply to.

Date : Put the date on which the letter was written in the format Month Day Year i.e. June, 7, 2014.

Inside address : The inside address is only required for a business letter and will include the address of the person you are writing to along with the name of the recipient, their title and company name. If you are not sure who the letter should be addressed to either leave it blank or try to put in a title, i.e. "Director of Human Resources".

The greeting : The greeting will address the individual that the letter is being sent to. This is usually completed in the form of "Dear Anne" or "Hey Anne", for less formal letters.

The introductory paragraph : The first paragraph and will generally outline the purpose for the letter and the reason that the letter is being sent. This can address any issues that are outstanding and is used to set the tone for the entire rest of the letter. In this first paragraph, the summary of the letter can be found and the intentions which will be displayed through the rest of the letter should be outlined. From the first paragraph of the letter, the introductory paragraph, the individual should be able to note the tone of the letter.

The body : The body of the letter will expand upon the introductory paragraph and the individual can extend their thoughts and feelings further when it comes to the letter. The body of the letter can be anywhere from multiple pages for personal letters, to one page or two pages for most business letters and other types of proposals.

The closing : In the closing of the letter, the individual will close the letter and finish any thoughts that have been mentioned. The closing of the letter comes in various forms from yours truly, for those individuals that are familiar with one another, to a traditional sincerely which is a versatile closing that can be used in a variety of letters detailing many situations.

Sample Letters

1. Write a letter to your friend telling him about English as compulsory subject at Degree level.

Dhaka

17th October, 2015

Dear Mamun,

Your letter is just to hand. I am very happy to know about your brilliant result. However, you have wanted to know about compulsory English in Degree level. I am happy to let you know that English, for one hundred marks, is a compulsory subject in Degree class. I feel much enthusiastic thinking that I would be able to practise English again because, without practising English, we may forget what, we learnt earlier. But it has much importance in our life. To communicate with others, to acquire higher knowledge and above all to have a suitable job, we must know English. So, I think that we should feel happy to get English as a compulsory subject. I hope, you will also agree with my thinking.

How are uncle and aunt. My best regards to them. No more today. Write to me soon.

Yours Sincerely,

Hamid

2. Write a letter to your friend, living abroad, to know how he feels there.

Khulna 18th June, 2015

Dear Rahman,

It is long time since you left Bangladesh for America. I made attempt to write to you several times but could not. Hope, you are well.

It is raining now. I am at the reading table. I have no attention to reading. Sometimes I look outside through the window to enjoy the torrential rain. Sometimes many happenings of the past emerge in my memory. Your absence also makes me lonely. When I look back, I see you are with me. An idea comes into my head to know how you are in America. What are you doing there? How do you adapt yourself with the foreign culture? A small letter from you will be enough to make me conteneted, I hope. Do not forget me. I am fine here.

No more today. My love to your friends. Write to me.

Yours lovingly,

Rashed

3. Write a letter to your friend describing a street accident you have witnessed.

27, Indira Road, Dhaka.

9th February, 2015

Dear Masum,

Hope you are well. Today I intend to write to you about a sorrowful happening that I came across in the morning. It was a tragic accident. I never met such a terrific sight. When I had been waiting for a university bus at Kalyanpur, the accident happened there. A mad man with a stick

was crossing the street. A Gulistan bound bus was coming at a great speed. The mad man saw it but did not hurry to cross the street. The driver of the bus also failed to control the brake of the bus. The man instantaneously was run over and his head was smashed. We rushed to the spot and saw him breathless. He was there dead. I witnessed it to my horror. I cannot forget this terrible sight.

I am getting on well with my studies. My best regards to your parents. No more today. As soon as you can, write to me how you are.

Your very sincerely,

K.M. Saleh

4. Write a letter to your friend inviting him to spend a week with you at your village home during a vacation.

Magura 8th October, 2015

Dear Zillu,

I feel very glad to let you know that during summer vacation I shall be at my village home. I think that during this time I shall be able to enjoy the rustic pleasures in the midst of nature. I like it very much. I like to lose myself in the unchained pleasures of my village with the friends of my own age. Since you live in the city, you don't know about the plenty of pleasures that we find in the villages. There are unbroken chains of green fields, strong wind, singing birds, cowboys grazing their cattle, small stream flowing through the river. Catching fish is also very interesting. You will know and experience the real menaing of open air life. If you come and stay with me for some days, it will be more pleasant. Don't hesitate to let me know your decision. You will have no problem of living and foods. We will also play games with other friends of mine in the village. If you go to the village market, you will be surprised to see things selling so cheaper than those in Dhaka city. You will get fresh foods, fresh milk, fresh fish free from formalin or any harmful chemicals. My parents also will be so happy having you with them. I hope, you will be positive in this regard. You will also get the tastes of juicy sweet mangoes, jackfruits, lychees, black berries and so on.

How are uncle and aunt? Convey my best compliments to them and love to the younger's.

Yours ever,

Azad

5. Write a letter to your friend who is in a hospital after being seriously injured in a road accident.

Narail 17th July, 2015

Dear Nazrul,

I came to know from your brother that you fell in an accident. I am really sorry at this. If I had known earlier, I would have written to you. Your family should have informed me of your situation. I could have come to your help. I feel very bad that I could not help you. You have gone through a serious trauma. Let me know about the details of your latest physical condition. I heard that your chest ribs were broken and you had some troubles in your chest. What about that? When will you be released from the hospital? If you need any suggestions from the best

doctors in Dhaka, let me know. After you get well I think that you should come to Dhaka to consult the expert doctors on trauma. But I am glad to know that the worst is now over, and you are much better. I hope you will soon be all right. Try to write to me a letter if you can.

Yours lovingly,

Apu

6. Write a letter to your friend giving him congratulation on his brilliant success in the examination.

Uzirpur 18th January, 2015

Dear Manna,

Your letter is just to hand. I am very glad to know about your brilliant success in the H.S.C examination. Getting golden A+ from science group is not so easy. But the tougher test lies ahead of us. Admission to the desired subject in the desired institution is tougher than getting Aladin's lamp in hand. I think that you have been rewarded rightly for your regular industry. I know that you will try for admission to government medical college. For that you should get admitted to a good medical coaching right now. It is a tradition that the candidates, who appear at the medical college test for the first time, hardly succeed. You should try hard so that you succeed in the admission test the first time. I am thinking of trying for BUET because I don't like medical profession. So our choice may be different but hard work and perseverance are badly needed undoubtedly. That's why I have got admitted to an engineering coaching. What is your next plan? Try to inform me.

My best compliments to your parents and honourable teachers. Write to me if you can.

Yours sincerely,

Ripon.

7. Write a letter to your friend expressing condolence at his failure in the H.S.C examination.

Kushtia Govt. College, Kushtia, 19th April, 2015

Dear Masum,

I am writing to you with a heavy heart. I came to know that you could not come out successful in the examination. It was beyond our imagination that you would fail. You have been a brilliant student throughout your career. I am really shocked at this news. I cannot understand how it could come by. However, do not lose your heart. I am afraid there may be some serious mistakes in your results. So there are options you can challenge the results of yours through the right process. Firstly, you should challenge submitting the fees. If the results don't change, then you will have to try your best for the next year. Failures may come in a man's life. But you should know how to overcome the failures and frustrations. May be your betterment lies in your apparent failure. Prepare yourself for the coming examination. I firmly hope that you will do better and your despair will be no more.

How are your parents? Please, convey my regards to them. Hoping you will be all right.

Yours sincerely,

Nasir

8. Write a letter to your friend on his birth day.

Ullah, Jhenaidah, 19th April, 2015

Dear Tayab,

I have just remembered that it is your birthday on Sunday next and you will complete 18 years of age. It means that you are no more a child. You have achieved manhood. Now you should act more wisely and more considerately. And you have got to be more responsible to everyone around you especially to your parents and family members. So I must send you a birthday letter at once expressing my greetings. I am also sending a small gift for you. Don't take it on its real value. Try to feel my intense love and warmth of feeling for you. Many happy returns to you. You are my bosom friend and very careful of me. I hope that you will be so as you are now and not forget me. I am sending you a book as a token of my love. I am sure that you will not be able to measure my feelings for you.

I am well. With love and best wishes.

Sincerely yours,

Jafar

9. Write a letter to your father about your achievements in the test examination.

Rangpur, 19th May, 2015

My dear father

I am so glad to let you know that I have stood first securing satisfactory marks in all subjects in the test examination. The result has come out just today morning. This result is upto my expectation. I hope that I will do better in the final examination. The teachers patted on my back. The principal called me in person and encouraged me to work harder so that I can do better than this in H.S.C final examination, which means I should get golden A+ in the final exam. That will raise the position of our college. The pricipal declared scholarship of TK. 10000 in cash and a monthly scholarship of Tk.2500 for me. I thank you and all other family members are extremely overjoyed. This is the first time I have got any scholarship. So you can better understand how I am feeling. I have realised that hard work is the key to any succeess. Pray for me so that I can work harder in the days ahead.

How are you? Tender my regards to mother. Take care of your health. I am hale and hearty.

Yours affectionately,

Tanvir

10. Write a letter to your father asking for money.

Asad Hall, M.M College, Jessore. May 2nd, 2015

My dear father,

You will be glad to know that I have stood first in the test examination of our college. I have the confidence to do better in the final examination. The result has come out just today morning. This result is upto my expectation. I hope I will do better in the final examination. The teachers patted on my back. The principal called me in person and encouraged me to work harder so that I can do better than this in H.S.C final examination which means I should get golden A+ in the

final exam. That will raise the position of our college. The pricipal declared monthly scholarship of Tk.2500 for me. This is the first time I have got any scholarship. So you can better understand how I am feeling. I have realised that hard work is the key to any success. Pray for me so that I can work harder in the days ahead. I think you all will be happy at the news.

Now I need to buy books for 2nd year. It may cost Tk. 2000. So, when will you send me money? Try to send this additional amount of money.

I am fine. Take care of your health. How is mother? My best compliments to you all.

Your loving son,

Suruj

11. Write a letter to your friend telling him what you would like to do after your graduation.

Kishorgonj May 2nd, 2015

Dear Saiful,

It is long time I received your letter. Hope you are well. I have intended to write to you a letter with a special purpose. You know that our degree examination result will come out within a few days. So, I think that I should have a plan to do something important after the graduation. Already I have made a decision to continue my education. But I shall appear in the competitive examination for a job. And I think, to get a suitable job needs much attention to studies in various fields of knowledge. So, my plan is to get a job besides continuing my study. I hope that you will suggest me in this regard.

No more today. How are your parents? Convey my best compliments to them. Write to me soon.

With best wishes.

Yours lovingly,

Sohel.

12. Write a letter to your friend to know about his preparation for the coming examination.

Dhaka 13th April, 2015

Dear Badal,

I hope you are keeping fine and going on with your studies regularly. Actually it is a very important time for us to prepare our lessons as our final examination is knocking at the door. Today I want to know about your preparation for the examination. Have you finished reading all of your subjects? I am learning new chapters still. I am not confident about Physics and Chemistry. Give me advice, if you have any, so that I can prepare well in these two subjects. My preparation of other subjects is going on in full swing. I am trying hard not to waste my time. But I am hopeful of my good result.

How are your parents? Please, convey my best compliments to them and love to your younger sisters and brothers.

Yours sincerely,

Kazi Ifti

Sample of Formal / Official Letters

1. Write an application to your principal for an educational tour/picnic.

April 21, 2015

The Principal,

X College, Dhaka

Subject: For an educational tour

Dear Sir,

We would like to state that we are the students of your college. We want to go on an educational tour. For a long time we are having a monotonous life of attending classes and preparing lesson. So we feel that we can go on an excursion which will be both instructive and pleasant. We have already decided that we will contribute individually a fixed amount for the excursion. But we also expect financial assistance from the college. We have selected Maynamati our venue. We need your kind permission and help.

Therefore, we fervently hope that you would be kind enough to give us the permission and provide necessary financial help.

Yours most obediently,

The Students of X College Dhaka.

2. Write an application to your principal for a canteen.

April 21, 2015

The Principal

X College, Gazipur

Subject: An application or a canteen

Dear Sir,

We would like t& state that we are the students of your college. We are to attend classes from 8.00 a.m. to 3 p.m. During this period we get hungry and need to take tiffin. But we can not avail ourselves of the opportunity of taking refreshments in the interval as there is no canteen in our college or in the nearby area. We think that it will be of great use to us if there is a canteen in our college campus.

Therefore, we expect that you would be kind enough to take steps to set up a canteen in our college campus.

Yours most obediently,

The students of X College, Gazipur

3. Write an application to your principal for a college common room.

April 21, 2015
The Principal X College,
Manikganj

Subject: Application for a college common room.

Dear Sir,

We would like to state that we are the students of your college. We are to attend classes from 8.00 a.m. to 3 p.m. Moreover there is interval between classes. We can spend these leisure hours

in the common room by reading news paper or playing games. But we have no college common room. And we need a college common room. We go here and can have a pleasant time there along with other friends.

Therefore, we earnestly hope that you would be kind enough to take steps to set up a college common room in our campus.

Yours most obediently,

The students of X College, Manikganj

4. Write an application to your principal for the permission of staging a drama.

April 21, 2015

The Principal

Dhaka Commerce College, Dhaka

Subject: For permission of staging a drama.

Dear Sir,

We would like to state that we are the students of your college. We want to stage a drama n our college campus. We the students will act different roles of the drama. In this regard ve have formed a committee which will look after everything of the drama. Besides, by acting the roles of the drama, the students will be able to give vent to their hidden creative talents. We need your permission and help.

Therefore, we hope that you would be kind enough to give us the permission to stage a drama in our college campus and oblige thereby.

Y'ours most obediently,

South East University,Dhaka

5. Write an application to your principal for a seat in the college hostel.

April 21, 2015

The Principal

X College, Khulna

Subject: Seeking a seat in the college hostel.

Dear Sir,

I would like to state that I am the student of class XII in Arts group. It is impossible for me to attend the classes from a long distance regularly. I have no relations in the nearby area where I can stay to attend my classes. In the circumstances it is hardly possible for me to continue my studies if I don't get a seat in the college hostel.

Therefore, I earnestly hope that you would be kind enough to allot a seat for me in the college hostel and oblige thereby.

Yours most obediently,

Class - XII, Roll - Y

6. Write an application to your principal for the change of an elective subject.
April 21, 2015
The Principal
X College, Pabna

Subject: For changing an elective subject

Dear Sir,

I would like to state that I am a student of class XI in Arts group. At the time of my admission to your college, I took history as my elective subject. But now I want to change my elective subject, History because I do not find any interest in the subject mentioned. Moreover it seems to be difficult to me. Even I have no aim of pursuing higher studies in the subject. I would like to take Sociology instead of it.

Therefore, I earnestly request you to be kind enough to consider the subject.

Yours most obediently,

Class - XI, Roll - Y

7. Write an application to your principal for a testimonial.
April 21, 2015
The Principal
X College, Barisal

Subject: For a testimonial

Dear Sir,

I would like to state that I have passed H.S.C examination with first division in this year from Arts group. Now I am to apply for admission to different education institutes. Along with the application a copy of testimonial should be enclosed.

Therefore, I hope that you would be kind enough to issue me a testimonial.

Yours most obediently,

A

Roll - 1205

8. Write an application for a transfer certificate.
April 21, 2015
The Principal,
X College, Tangail

Subject: For a transfer certificate

Dear Sir,

I would like to state that I am a student of class XI Arts group of your college. I have been studying in your college for the last one year. I got myself admitted in your college in class XI in the year 2013. Since then I have been your student. My father has been transferred from Tangail to Khulna recently and I shall have to go with him there. Moreover I have no relativs here with whom I can stay. So I need a transfer certificate from you.

Therefore, I expect that you would be kind enough to issue me a transfer certificate.
Yours most obediently,
A
Class - XI, Roll - Y

9. Write an application to the Principal of a college seeking admission on transfer certificate.

April 21, 2015
The Principal
Royal College, Dhaka

Subject: For admission on transfer certificate.

Dear Sir,

With due respect, I beg to state that I was a student of first year Science group at P.C. College in Bagherhat. My father is a government officer. Recently he has been transferred to Dhaka from Bagherhat. So, I could not but take a transfer certificate from P.C. College. Now I intend to get myself admitted into your college on transfer certificate.

Therefore, I hope that you would be kind enough to give me the permission for admission to your reputed college.

Yours most obediently,

A

10. Write an application for a free studentship.

April 21, 2015
The Principal
X College, Rajshahi

Subject: For full free studentship.

Dear Sir,

With due respect, I beg to state that 1 am a student of class-XI in Arts group. I come from a poor family. We are four brothers and three sisters. My father is a petty government office clerk. It is hardly possible for my father alone to finance our studies. I have no ability to bear my educational expenses. So I need a full free-studentship.

Therefore, I hope that you would be Kind enough to grant me free studentship and oblige thereby.

Yours most obediently,

South East University

Class - XI, Roll - Y

11. Write an application to the principal of your college to set up a debating club.

April 21, 2015

The Principal

X College, Bogra

Subject: For setting up a debating club.

Dear Sir,

We would like to state that we are the students of your college. We are proud of our college for its good educational environment. We have many educational facilities here. But we have no debating club in our college which is very important for us. A debating club gives the students chances to practice debating among themselves. It enhances our opportunity to gather knowledge about the topics on which we debate. Besides, debating practice can make a student a good orator and out spoken.In this state, we need a debating club to be set up in our college area.

Therefore, we expect that you would be kind enough to take necessary steps to set up a debating club in our college campus.

Yours most obediently,

Students of X college

12. Write an application to the principal of your college to set up a computer club in your college campus.

April 21, 2015

The Principal

X college, Dhaka

Subject: For setting up a computer club

Dear Sir,

We would like to state that we are the students of your college. We are very much interested in learning computer. But we have no computer club in our college. But at present without learning computer, we cannot do even a day. Especially in the offices, industries educational and commercial institutions, computer is a must. Besides, a person, who knows how to operate computer, can manage a job for himself easily. So, we need a computer club to be set up in our college campus where we shall get an opportunity to learn computer operations.

Therefore, we hope that you would be kind enough to take steps to set up a computer club in our college campus.

Yours most obediently,

Students of X college

13. Write an application to the principal of your college to set up a literary club in your college.

April 21, 2015

The Principal

X College, Bogra

Subject: For setting up a literary club

Dear Sir,

We would like to state that we are the students of your college. We cannot but admit that we have many educational facilities in our college but we have no literary club in our college campus. A literary club is very essential for a college because it can inspire tot) the students towards literary activities. It can organize debate competition, drama and many other cultural programmes. Besides, a literary club creates opportunities for the students to prove their hidden merit on particular subject. So, it is necessary to be set up for the benefit of the students.

Therefore, we hope that you would be kind enough to take measures to set up a literary club in our college campus.

Yours most obediently,

Students of X college

14. Write an application to the principal of your college for supplying additional books in your college library.

April 21, 2015

The Principal

X College, Dhaka

Subject : For supplying additional boats in the college library

Dear Sir,

We would like to state that we are the students of your college. We are very pleased having a good academic environment here. It is also a matter of pleasure for us that students are increasing in different classes of our college every year. But our college library has not sufficient books to meet the demand of the students. Besides, there are some books written by different writers. But it is quite impossible for a student to collect all the books on the same subject. So, if we have available books on various subjects, it will be very helpful for us. In this state we badly need additional books in our college library.

Therefore, we hope that you would be kind enough to supply additional books to our college library.

Yours most obediently,

Students of X college

15. Write an application to the principal of your college to subscribe to an English daily/ facilities in your college common r oom.

April 21, 2015

The Principal

X College, Dhaka

Subject: For subscribing English daily in the college common room

Dear Sir,

We would like to state that we are the students; of your college. We are proud that we have a spacious and well furnished college common room. But, to our wonder, we see no English daily here. During our leisure we, sometimes, feel an urge to go to our college common room to pass time. We then feel the necessity of English daily which will help us to know the current affairs as well as English language. We need English daily for our college common room.

We, therefore, hope that you would be kind enough to subscribe to English daily for our college common room.

Yours most obedient

Students of X college

16. Write an application to your principal seeking permission and monetary help to celebrate a victory in a cultural competiti on attended by your college students.

April 21, 2015

The Principal

X College, Dhaka

Subject: **Seeking permission and monetary help to accord a reception for our college cultural team**

Dear Sir,

We would like to state that we are the students of your college. We think that you are also proud along with us for the achievement of our college cultural team for wining in the yearly cultural competition arranged by district cultural organization. Now, we like to celebrate this victory of our cultural team for this great performance and we want your kind permission and necessary monetary help in this regard.

Therefore, we hope that you would be kind enough to give us the permission and grant an amount of money to make the programme successful.

Yours sincerely,

Y

On behalf of the X College students

17. Write an application to the principal of your college seeking permission to accord a reception to your college cricket team winning a match recently

April 21, 2015

The Principal

X college, Dhaka

Subject: For permission to celebrate the victory of the cricket team of your college

Dear Sir,

We would like to state that we are the students of your college. We hope that you, along with us, are very pleased with the cricket team of our college for their victory in the inter college cricket competition held few days back. We want to celebrate this victory of our cricket team to make them more enthusiastic in this regard. So, we need your kind permission and co-operation.

Therefore, we hope that you would be kind enough to give us permission to arrange a function to celebrate the victory of the college cricket team.

Yours most obediently,

Students of X College

18. Write an application to the principal of your college for holding a freshers' reception in your college.

April 21, 2015

The Principal,

X College, Dhaka

Subject: For holding freshers' reception ceremony.

Dear Sir,

We would like to state that we are the students of your college. We are very much interested to receive the students of first year of H.S.C class cordially. They are new comers to our college. We want to greet them by arranging a reception. The students of different classes of our college have agreed on this plan. So, we need your kind permission and necessary monetary help in this regard.

Therefore, we hope that you would be kind enough to give us permission and assurance of monetary help to hold this freshers' reception.

Yours most obediently,

Students of X College

19. Write an application to the principal of your college to hold a cultural function in your college

April 21, 2015
The Principal,
X College, Dhaka

Subject : For holding a cultural function on the 26th March

Dear Sir,
We would like to state that we the students of your college, want to hold a cultural function in our college campus. We have decided to hold this function on the 26th March, the indepence day. We have planned to stage different programmes like drama, recitation, songs, comic and many other interesting entertainments in this function. Two learned professors have consented to help us. Now we need your kind permission and monetary help in this regard.
Therefore, we hope that you would be kind enough to give us the permission and assurance of monetary help to arrange this cultural function.

Yours most obediently,

Students of X College

Exercise

1. Write a letter to your friend about your preparation for the final examination.

2. Write an application to the Post Master General for the establishment of a post office in your locality.

Answer Key:

1. A letter to my friend about my preparation for the final examination.

Barisal 13th April, 2015

Dear Rabbani,

It is my great pleasure that I am in receipt of your letter. I came to know about your brilliant achievements in several programmes of cultural function. I congratulate you. Moreover you are an excellent singer. You have a God gifted voice. You have also extraordinary talent in acting. Culture the talent you have got. I hope that one day you will be famous all over the country. I am feeling proud of you thinking of that prospect. But don't neglect your studies. However, today I also want to let you know about my preparation for the final examination. You will be happy to know that my preparation is almost satisfactory. But I am revising all of my subjects now. I hope that 1 shall be able to complete my lessons before the examination starts. How is your preparation? No more today.

Please, convey my best compliments to your parents. Write to me soon.

Yours sincerely,

Rahim.

2. An application to the Post Master General for the establishment of a post office in my locality

25th November, 15

The Post Master General,

Dhaka

Subject: For the establishment of a post office

Dear Sir,

We would like to state that we are the inhabitants of Ramerkanda under the P.S of Keranigonj of Dhaka district. Ours is a very big village having about ten thousand population. The people of this village are in different professions. Some are working in different parts of our country. Some are living abroad. Besides, many students of this village are studying in different places of the country. People have to make correspondence with their family members, remit money orders etc. At present the nearest post office is four miles away from this village. So, the people have to suffer to get the postal services. In this state the establishment of a post office in this village is felt badly. Therefore, we hope that considering all these circumstances, you would be kind enough to take necessary steps to establish a post office immediately in this village.

Yours faithfully

Md. Abu Tareq

On behalf of the people of Ramerkanda.

Lesson 2 : Job Letters & Resume

A cover letter is a one page document that you send with your resume when applying for a job. It is meant to: Introduce yourself to the hiring manager. Argue why you'd be a good fit for the job.

What is a cover letter for a job?
A cover letter is a document sent with your resume to provide additional information on your skills and experience. The letter typically provides detailed information on why you are qualified for the job you are applying for. A cover letter typically accompanies each resume you send out.

What do you write in a cover letter?
The three main objectives of your cover letter are to: introduce yourself, identify the position you are applying for, and explain how you found out about the position. Explain how you are qualified for the position and why you would be a great fit for the job. Request an interview and thank the employer.
The basic elements of a cover letter

- Greeting: Address your cover letter to the proper person.
- Opening: Write a personable, inviting opening paragraph that highlights how your skills are a perfect fit to the job.
- Catch: Highlight your past achievements as they relate to the job you're applying for.

Model Cover Letter 1

Write a job letter for the post of Shipping Manager
Mr. Ismail Hossain,
General Manager
Bina Shipping
467 Sheikh Mujib Road, Chittagong

Dear Mr Hossain,

You want some managers who are truthful, wholehearted and skilled. You want someone who really cares for the customers and can talk to them in English. You need somebody who understands merchandising. If my assumptions are correct, please consider me for the job.

Working as assistant manager in a big company like Chittagong Shipping Company has taught me how challenging a career in shipping business might be. Moreover, my B.B.A from IBA, Dhaka University will provide you with a well-rounded associate.

Sincerely,

(Signature)
Mahejabin Talukder

Enclosures:

i) All educational Certificates
ii) 1 experience Certificate
iii) 3 copies passport size photograph(attested)
iv) 1 copy resume

Model Cover Letter 2

Write a job letter for the post of Economic Researcher:

Director
Human Resources
Bangla Bank 22F,
Crane Square Dilkusha C/A,
Dhaka

Dear Sir,
In response to your advertisement published in daily The Independent on 10th June for the post of an Economic researcher I offer myself for the post. Having majored in statistics at the Shahjalal University of Science and Technology, I am confident that I would make a successful addition to your economics research department.
In addition to my strong background in statistics, I offer considerable business experience, having worked in a data processing firm, a hotel and a shipping company. I am sure that my courses in computer programming would prove particularly useful in an entry-level position.
I am attracted to Bangla Bank by the recent fast growth and the superior reputation of your Economic Research Department. After studying different commercial banks, I can say with confidence that Bangla Bank will be in a strong competitive position to benefit from imminent changes in the industry.

I would like to interview with you at your earliest convenience.

Sincerely,

(Signature)
Malabika.

Model Resume
M. Hasan
Mobile-01712117888, e-mail-hasan02@yahoo.com

Objective : Management position
Experience : * Financial analyst; Rabs Ltd, Dhaka; July 2011 to present
* Prepare annual reports
* Negotiate agreements with other companies.
* Staff Accountant; Karim Builders, Chittagong, August 2010 to June 2011
* Created a computer programme to keep accounts
* Handled budgeting and bulling

Education :	M.B.A. Dhaka University	2009-2010
	M.A(English) Chittagong University	2008-2009
	HSC (Science) Dhaka Board	2007
	SSC (Science) Jessore Board	2005

Language Skill : Fluent in English
Computer Skill : MS word, MS Excel.
Special quality : Newscaster in Bangladesh Television, Dhaka.
Training : Office Management 2007-2008

Personal Information :

Name :	M. Hasan
Father's Name :	Mr. Maksud Alam
Mother's Name :	Mrs. Nasreen Alam
Present Address:	234 Kalyanpur, Dhaka. Mobile-01712117888 e-mail-srahman02@yahoo.com
Permanent Address:	Vill. Ullah P.O. Kaligonj, Dist.- Jhenidah
Date of Birth :	1st February, 1984
Religion :	Islam (Sunni)
Marital Status :	Unmarried
Nationality :	Bangladeshi

References :
Dr. Mokarram Hossain
Prof. Medicine
Dhaka Medical Collge, Dhaka.

Model Job Letter

1. Read the following advertisement from the Daily News, dated 25 May 2015, and then write a cover letter and a CV response to it.

Teacher Wanted
An assistant teacher with a good command of spoken and written English is required for an English medium school in East-West school, Dhaka to teach English language in 'O' level classes. Attractive salary for suitable candidates with at least BA (Honours) in English. Apply with complete bio-data by 25 May to:
The Headmaster East-West School Poltan, Dhaka.

To
The Headmaster
East-West School
Paltan, Dhaka.

Dear Sir,

I have looked carefully at the job requirement of an assistant teacher, advertised by you in the Bangladesh Observer of 15 May 2015 and I feel confident that I possess the requisite qualifications and experience. I should feel grateful if you would kindly consider me for the post.

For your consideration I like to let you know that I have passed Hons, in English in 2007 and Masters in English in 2008 Now I am teaching as an English teacher in an English Medium School.

I would very much appreciate your giving me a chance to be interviewed. I would then be able to give you further details about myself and my work which should help you in judging my suitability for the post.

Yours faithfully,

Mr. Mahabul Alam

Enclosures : i. Resume (l copy)
ii. All educational Certificates (4 copies)
iii. Pass port size photographs (3 copies)

Resume

Personal Details :

Name :	Mr. Mahabul Alam
Father's Name :	Abdul Hannan
Mother's Name :	Late- Mrs.Raseda Begum
Address (Present)	
Age :	28 Years
Date of birth :	10th February 1985
Marital Status :	Unmarried
Nationality :	Bangladeshi.

Year	Examination	Division/ Class	Board/ University
2001	SSC	GPA-5	Dhaka
2003	HSC	GPA-5	Dhaka
2007	BA (Hons)	3.04	Dhaka University
2008	MA	3.01	Dhaka University

Training :

August 2009-2010	B.Ed	Bangladesh Teachers 'Training College' Dhaka.
2011-2012	Computer	B.C.C. Council, Dhaka.

Experience :

2011-2013 : Junior Teacher of English, Oxford English Medium School, Dhaka.

Reference :

1. Dr. Nurul Islam
   Professor, Department of Social Welfare Dhaka University, Dhaka.
2. Professor Mokter Ali
   Department of Computer Science, Dhaka University, Dhaka.

2. Read the following advertisement from the Daily News, dated 15 May 2015 and then write a cover letter and a CV response to it.

Junior Officers Wanted
Applications are invited for the post of junior officers. Candidates with Honours and Masters from any recognised university with minimum grade point-4.00 in all examinations are eligible to apply. The age limit is not more than 30 years.
Contact: The Advertiser, G.P.O Box No.-1207.

An application for the post of a Junior Officer in a Bank.

20th May, 2015
The Advertiser
GPO Box No. 11000
Dhaka.

Subject : For the post of a Junior Officer

Dear Sir,
I came to know from your advertisement for Junior Officer in your Bank Published in The Bangladesh Times of 15th May, 2015 and I feel very much confident that I possess the requisite qualifications and experience. In this connection details of my educational career, experience etc. are given in the enclosed resume.
I hope you would give me an opportunity to be interviewed and then I shall be glad to give you any further information you may wish.

Yours Sincerely
Mr. Mahbub Alam
210, Free School Street, Hatirpool, Dhaka.

Education :		
2009	:	Master of Arts in English literature Dhaka University, Dhaka, Grade Point-3.08
2008	:	Bachelor of Arts (Hons.) in English, Dhaka University, Dhaka, Grade Point-3.08.
2004	:	Higher Secondary Certificate Dhaka College, Dhaka Borad GPA-5
2002	:	Secondary School Certificate Govt. Laboratory School, Dhaka Dhaka Board,
	:	GPA-5.
Experience	**:**	
Present	:	Junior Officer, Bangladesh Sonali Bank, Jhenidah.
03-03-2012 to 01-02-2013	:	Assistant Account Officer Islami Insurance, Dhanmondi, Dhaka.
30-07-2011 to 02-03-2012	:	Public Relations Officers, Institute of Information Center,

		Green Road, Dhaka.
Language	:	Fluent in English & Bengali
Computer Skills	:	Basic Knowledge of MS Word.
Personal Interest	:	Traveling, Reading & sight seeing
Reference	:	Dr. Nurul Islam Professor, Department Social Welfare Dhaka University, Dhaka.
Personal Information	:	
Name	:	Mr. Mahbabul Alam
Father's Name	:	Mr. Maksud Alam
Mother's Name	:	Mrs. Nasreen Alam
Present Address	:	210, Free School Street Hatirpool, Dhaka-1205
Permanent Address	:	Vill. Bhaberhat, P.O. Rupnagar P.S.- Naldanga, Dist.- Dhaka.
Date of birth	:	1st February, 1985
Religion	:	Islam (Sunni)
Marital Status	:	Unmarried
Nationality	:	Bangladeshi
Reference	:	Dr. Eftakhar Alam Professor Department of English Dhaka University

3. Read the following advertisement from the Daily News, dated 15 May 2015, and then write a cover letter and a CV response to it.

Sales Representative Wanted

Applications are invited for the post of sales representative. Interested candidates with minimum 2nd class graduation are eligible to apply. The age limit is not more than 30 years. Contact: The Advertiser, G.P.O Box No.-1209.

Write an application for the post of sales representative.

20th May, 2015
Advertiser
GPO Box No. 212
Dhaka, Bangladesh

Subject: **For the post of sales representative.**

Dear Sir,
I wish to apply for the post of sales representative in your company advertised by you in the Daily Star of 15th May, 2015. I have passed SSC from science group in 2009 and HSC from the same discipline with GPA-5 in 2011 under Dhaka Board. I have also obtained my Bachelor Degree (pass) with grade point-2.50 under National University in 2013. I am in service as a sales

representative since February 2015 in Square Pharmaceuticals Limited, I have completed a short course on English language and computer from Bhuiyan Academy in 2010.

My qualifications and experience as a sales representative make me confident that I can do the job of a sales executive advertised by you.

I should be grateful if you kindly consider me for the post. I look forward to hearing from you soon. Please find my CV attached.

Yours truly,

Kazi Takdir Alam
310, Free School Street Dhanmondi, Dhaka.
Phone : 8165309.

Education

MBA	Dhaka University	2009	Grade Point-3.08
BBA	Dhaka University	2008	Grade Point-3.08
HSC	Dhaka Board	2004	Grade Point-5
SSC	Dhaka Board	2002	Grade Point-3.08

Experience :

03-03 : 2012- 01-02 :2013 : Junior Marketing Officer, Pran Grpup, Dhaka
30-6 2011-2nd March-2012 : Public Relations Officers, Institute of Information Center, Green Road, Dhaka

Language : Fluent in English & Bengali
Computer Skills : Basic Knowledge of MS Word.
Training : IT 2011 AUB
Personal Interest : Traveling, Reading & sight seeing
Reference : Dr. Nurul Islam
Professor, Department Social Welfare
Dhaka University, Dhaka.

Personal Information :
Name : Takdir Alam
Cell no-0124785698 e-mail: ta0123@yahoo.com
Father's Name : Mr. Maksud Alam
Mother's Name : Mrs. Nasreen Alam
Present Address : 210, Free School Street Hatirpool, Dhaka-1205
Permanent Address : Vill. Bhaberhat, P.O. Rupnagar P.S.- Naldanga, Dist.- Dhaka.
Date of Birth : 1st February, 1985
Religion : Islam (Sunni)
Marital Status : Unmarried
Nationality : Bangladeshi
Reference : **Dr. Eftakhar Alam**
Professor
Department of English, Dhaka University.

4. Read the following advertisement from the Daily News, dated 15 May 2015, and then write a cover letter and a CV response to it.

Wanted

Applications are invited for the post of part time teacher. Interested candidates with minimum 2nd class graduation and Masters are eligible to apply. The age limit is not more than 30 years.

Contact: The Advertiser, G.P.O Box No.-1210.

Write an application for the post of part time teacher.

16th May, 2015
The Advertiser
G.P.O Box No.-1210.
Dhaka

Subject: For a part time teacher.

Dear Sir,
From a reliable source I came to know that you require a part time teacher to conduct the language and literature course designed for the students of class IX-X. I am confident that I will be able to perform the job. I would very much welcome the opportunity of an interview to support my qualification and ability. For your kind perusal my particulars including education and experience have been given below.

1. Name : Kazi Takdir Alam
2. Father's Name : Kazi Abdul Hannan
3. Mother's Name : Late. Raseda Begum
4. Present Address : B-2/E-8, Agargoan New Colony
   Sher-E-Banglanagor, Dhaka.
5. Permanent Address : Village: Tilsunia, Post office : Tilsunia, Upzila : Kapasia, District: Gazipur
6. Nationality : Bangladeshi (by birth)
7. Religion : Islam
8. Date of birth : 01.01.1990
9. Educational Qualification :

Name of Exam	Year of Passing	Group/Subject	Result	Board/University
S. S. C.	2004	Arts	GPA-5	Dhaka
H. S. C.	2006	Arts	GPA-5	Barishal
B. A. (Hons)	2010	English (Lit.)	GPA-3.04	Dhaka
M. A.	2011	Arts (Lang.)	GPA-3.03	Dhaka

10. Language Skills : Fluent both in Bangla and English

11. Training	:	i) A short course on MS Word in 2010 in BCIC Centre, Dhaka, ii) A course on Business Management, BMDC, Dhaka.
12. Experience	:	Assistant teacher of English June 2043 till now.
13. Reference	:	**Dr. Nurul Islam** Professor Department of English Dhaka University, Dhaka. Phone : 8612221.

Exercise

1. Write a job letter for the post of Auditor.

Answer Key:

1. A job letter for the post of Auditor.

June 15,2015
Ms. Farin Khan
Chairman-In-Charge
Dhaka Accounting Co.
25/C Dilkusha C/A, Dhaka

Dear Ms. Khan,
From a reliable source I came to know that the Dhaka office of Dhaka Accounting is actively seeking to hire quality individuals for your Auditor Development Program.

I have more than two years of accounting experience, including interning as an Auditor last year with the Chittagong office of Rafiqul Islam. I will be receiving my BBA (Accounting) this May from Chittagong University. I am confident that my combination of practical work experience and solid educational background has prepared me for making an immediate contribution to Dhaka Accounting. Having interned with a leading firm in the public accounting field, I understand the level of professional approach to business will provide your office with a highly productive Auditor upon completion of your Development Program.

I will be happy if you please call me at 01511155 to arrange a convenient time when we may meet to further discuss my background in relation to your needs.

Ashraful Alam
Education:

MBA	Dhaka University	2009	Grade Point-3.08
BBA	Dhaka University	2008	Grade Point-3.08
HSC	Dhaka College	2004	Grade Point -5
SSC	Dhaka Board	2002	Grade Point-3.08

Experience:

Present	:	30-03-2012 to 01-02-2013: Junior Marketing Officer, Pran Group, Dhaka 30-06-2011 to 02-03-2012: Public Relations Officers, Institute of Information Center, Green Road, Dhaka.
Language	:	Fluent in English & Bengali
Computer Skills	:	Basic Knowledge of MS Word.
Training	:	IT 2011 AUB
Personal Interest	:	Traveling, Reading & sight seeing
Personal Information		
Name	:	Takdir Alam Cell no- 0124785698 e-mail: ta0123@yahoo.com
Father's Name	:	Mr. Maksud Alam
Mother's Name	:	Mrs. Nasreen Alam
Present Address	:	210, Free School Street Hatirpool, Dhaka-1205.
Permanent Address	:	Vill. Bhaberhat, P.O. Rupnagar P.S.- Naldanga, Dist.- Dhaka.
Date of birth	:	1st February, 1985
Religion	:	Islam (Sunni)
Marital Status	:	Unmarried
Nationality	:	Bangladeshi
Reference	:	1. **Dr. Nurul Islam** Professor, Department Social Welfare Dhaka University, Dhaka. 2. **Dr. Eftakhar Alam** Professor Department of English, Dhaka University

1. Unprecedented traffic jam in Agrabad area

Lesson 3 : Curriculum Vitae (CV) Writing

There is no right or wrong way to write a CV but there are some common sections you should cover. These include: personal and contact information; education and qualifications; work history and/or experience; relevant skills to the job in question; own interests, achievements or hobbies; and some references.

How do you write a CV?

- Create the format for your CV. ...
- List your name, address, telephone number, and email at the top of the page. ...
- Write a personal profile. ...
- Create a section for your education and qualifications. ...
- Create a section for your work experience. ...
- Create a section for your skills and achievements.

How long does a CV have to be?

Keep your CV short, punchy and to the point. This means it shouldn't run to more than 2 pages of A4. When your CV is too long - and many of them are - then this suggests that you've been either job hopping (which is a 'no no') or you can't write concisely (which is another 'no no').

What is a CV when applying for a job?

CV is an abbreviation for Curriculum Vitae. If a job advertisement asks for a CV, that's a hint that the employer expects a great deal of life experience and accomplishments, including education, original research, presentations you've given and papers or books you've had published.

Sample of CV Format-1

CURRICULUM VITAE
OF
MAHMUDUL CHOWDHURY

Date of Birth	:	2nd March 1989
Present Address	:	33 Spelman House, Spelman Street, Lqndon, EI5LG
Mobile Number	:	078286518255
Nationality	:	Bangladeshi
Marital Status	:	Single
Religion	:	Islam
Height	:	6’5”
Weight	:	65 kgs
E-mail	:	mahmudul@gmail.com

Educational Qualifications:
The Organization of Tourism and Hospitality Management
(Currently Studying)
London, UK

MBA (Major in Marketing)
Dhaka University, Bangladesh

BBA (Major in Marketing)
Dhaka University, Bangladesh.

Employment of date:

2006-2007	:	Customer service in Tate Modern (British Art Gallery).
2007 (Present)	:	College Admin (International College Cambridge).
Hobbies	:	Swimming, Reading, Traveling & Cricket
Father’s Name	:	**Md. Harunur Rashid**
Mother’s Name	:	**Mst. Alaya Begum**
Home Address	:	**ABAS VILA** Ramna Housing State Dhaka, Bangladesh

Signature
....
(Mahmudul Chowdhury)

Sample of CV Format-2

Curriculum Vitae
Of
Your Name
Your address
Mobile: 017xxxxxxx, Home: 019xxxxxxx,
E-mail:

PROFESSIONAL OBJECTIVE	To obtain a standard job in any well-known organization where I can apply my creative skills and competency.

PERSONAL PRECISE	Full Name	
	Father's Name	
	Mother's Name	
	Mailing Address	
	Permanent Address	
	Date of Birth	
	Nationality	
	Marital Status	
	Religion	
	Home District	

ACDEMIC QUALIFICATION	**Name of Degree**	**Board/University**	**Passing Year**	**GPA/Class**
	MA			
	BA (Hons)			
	HSC			
	SSC			

COMPUTER LITERACY	Major courses on computer completed	Successfully completed the course on “Certificate in Computer Application” from BCC (Bangladesh Computer Council).

LANGUAGE PROFICIENCY	Excellent communication skills in English and Bangla both written and verbal

VALUE OFFERED	Having six years (1999-2005) cultural experience as an organizer in a leading cultural group of R.U. named “Bangladesh Gonoshipli Shangstha”, Rajshahi University Branch.

REFERENCES	Name Designation Address: Phone: Mobile: E-mail:	Name Designation Address: Phone: Mobile: E-mail:

Signature
....
(Rokhsena Alam)

Sample of CV Format-3
Curriculum Vitae
OF
YOUR NAME

Present Position:
M.Sc.
Department of Genetics and Breeding
University of Rajshahi.
e-mail:

PROFESSIONAL OBJECTIVE	To obtaine a standard job in any well-known organization where I can apply my creative skills and competency.

PERSONAL PRECISE	Full Name	
	Father's Name	
	Mother's Name	
	Mailing Address	C/O: Vill. Basudebpur, P.O.: Khangonj P.S.: Rajbari Sadar, Dist. Rajbari.
	Permanent Address	C/O: Vill. Basudebpur, P.O.: Khangonj P.S.: Rajbari Sadar, Dist. Rajbari.
	Date of Birth	6 September 1981
	Marital Status	Single
	Religion	Sanatan (Hindu)
	Home District	Rajbari
	Nationality	Bangladeshi by Birth

	Name of Degree	Board/University	Year of Examination	Division/Class
ACADEMIC QUALIFICATION	B.Sc. (Hons) in Genetics & Breeding	University of Rajshahi	2002 (Exam, held in 2003)	First Class (4th Position) with 62.56% marks
	H. S. C. (Rajbari Govt. College)	Dhaka Board	1998	1st Division with 68.00% marks
	S. S. C. (Belgachhi A. Z. High School)	Dhaka Board	1996	1st Division with 86.80% marks

COMPUTER LITERACY	Major courses on computer completed	Operating Systems: Windows-98, Applications: MS Word, MS Excel, Power Point and Internet Basics.

LANGUAGE PROFICIENCY	Excellent communication skills in English and Bangla both written and verbal.

RESEARCH EXPERIENCE	During B.Sc. (Honours) have one year research experience on yield and yield contributing characters of country bean [*Lablab purpureus* (L.) sweet]. Supervised by- Apurba Kumar Roy, Assistant Professor, Department of Genetics and Breeding, University of Rajshahi.

VALUE OFFERED	I am a debater of debate team of Genetics and Breeding Department as well as a debater of Motihar Hall Debate team of Rajshahi University.
	Having six years (1999-2005) cultural experience as an organizer (cultural secretary and assistant general secretary) in a leading cultural group of R.U. named “Bangladesh Gonoshipli Shangstha”, Rajshahi University Branch.
	I have completed a cultural workshop organized by Rajshahi University Shanscritic Jote.
	I have worked as cultural secretary in two sessions and journal secretary in one session of Genetics and Breeding Sumity, Rajshahi University.

REFERENCES	Name Professor Dept, of Genetics & Breeding University of Rajshahi Rajshahi-6205 Cell Phone: E-mail:	Name Assistant Engineer Education Engineering Department Narail District Cell Phone: E-mail:

Signature

....

(Kumar Biswas)

Sample of CV Format-4
CURRICULUM VITAE
Of
Your Name
Your address
Mobile: 017xxxxxxx, Home: 019xxxxxxx,
E-mail: abulhossain@yahoo.com

CAREER OBJECTIVE:

Looking for hard and Challenging Job where I will have the scope to utilize my potentiality, adaptability and skill to do something innovate and from where I will be able to enhance my knowledge.

EMPLOYMENT HISTORY:
1. Designation :
Duration :
Department :
Division :
Company Name :
Company Location :

Duties / Responsibilities:

- Your job responsibilities
- Your job responsibilities

2. Designation :
Duration :
Department :
Division :
Company Name :
Company Location :

Duties / Responsibilities:

- Your job responsibilities
- Your job responsibilities
-

ACADEMIC QUALIFICATIONS:

Exam. Name	Institute Name	Group/Subject	Board/University	Passing Year	GPA
M.Sc.					
B.Sc.(Hons)					
H.S.C.					
S.S.C.					

COMPUTER SKILLS:

Operating System	:	Windows 98, XP and Seven.
Application Package	:	MS. Word, MS. Excel & MS. PowerPoint.
Graphics Design	:	Adobe Illustrator, Adobe Photoshop.
Database	:	MS. Access
Hardware	:	Computer Hardware Setup & Setting, Windows trouble shooting.

Professional Training/ Development program:

1. Spoken course at IELTS

PERSONAL INFORMATION:

Father Name's :
Mother Name's :
Permanent address :
Date of Birth :
Height :
Marital Status :
Religion :
Nationality :
Interest :

REFERENCES:

Name	Name
Designation	Designation
Department	Department
Organization	Organization
Phone:	Phone:
Mobile:	Mobile:
E-mail:	E-mail:
Address:	Address:

....
Signature and Date

Exercise 01:

Read the following advertisement from the Daily Star, dated 15 May 2017, and then write a cover letter and a CV response to it.

Wanted

Applications are invited for the post of part time Researcher. Interested candidates with minimum 2nd class graduation and Masters are eligible to apply. The age limit is not more than 30 years.
Contact: The Advertiser, G.P.O Box No.-1210.

Answer key:

Try yourself.

Unit 15
Paragraph

Objectives

After the completion of this unit, you would be able to–

- define a paragraph.
- read the elements of a paragraph.
- identify the types of paragraph.
- write paragraphs.

Overview:

Lesson 1: *Paragraph Writing*

Lesson 2: *How to write a good paragraph.*

Answer Key

Lesson-1 : Paragraph Writing.

What is a Paragraph?

A paragraph consists of some sentences, but not random sentences. A paragraph is a group of sentences organized around a central topic. In fact, the basic rule of paragraph writing is to focus on one idea. A good paragraph takes its readers on a clear path, without detours. Master the paragraph, and you'll be on your way to writing essays, compositions and stories.

Four Essential Elements

Paragraph writing is the foundation of all essay writing, whether the form is expository, persuasive, narrative, or creative. In order to write a good paragraph, learners need to understand the four essential elements of paragraph writing and how each element contributes to the whole.

The four elements are: **unity, order, coherence,** and **completeness**. The following example illustrates the importance of these elements in paragraph writing.

A basic paragraph structure usually consists of five sentences: the topic sentence, three supporting sentences, and a concluding sentence. But the secrets to paragraph writing lay in four essential elements, which can make a good paragraph.

> **Element #1: Unity.** Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion. In order to write a good topic sentence, think about your theme and all the points you want to make. Decide which point drives the rest, and then write it as your topic sentence.
>
> **Element #2: Order.** Order refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, a solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you've established. Order helps the reader grasp your meaning and avoid confusion.
>
> **Element #3: Coherence.** Coherence is the quality that makes your writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use transition words. These words create bridges from one sentence to the next. You can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact). Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency**.**
>
> **Element #4: Completeness.** Completeness means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. If there are not enough sentences or enough information to prove your thesis, then the paragraph is incomplete. Usually three supporting sentences, in addition to a topic sentence and concluding sentence, are needed for a paragraph to be complete. The concluding

sentence or last sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

Types of paragraphs

There are different types of paragraphs. Here is an overview.

Descriptive : In a descriptive paragraph you describe a scene or a thing or a person. The aim is to give a vivid picture of the object. Only the significant details should be given in a descriptive paragraph.

Narrative : In a narrative paragraph you narrate an incident. The ideas are presented in a coherent manner. Your account must be clear and cogent.

A paragraph of definition : In a paragraph of definition you define a person or an object. When you define things use precise words and expressions. Be objective, scientific and dispassionate in defining things.

A paragraph of similarities : When you compare two things you have to bring out the similarities between them in a convincing manner.

A paragraph of differences : When you contrast two things, the differences have to be expressed in an explicit manner. Use linking words like but, whereas, on the other hand, on the contrary etc.

Statement of facts and figures : There are paragraphs which do not belong to any of the above categories and are mainly concerned with giving facts and figures in a clear and emphatic manner.

Paragraph Examples – Narrative, Descriptive, Persuasive and Many More

Think for a while before writing a paragraph. What are you trying to achieve in this paragraph? What is your purpose here? Do you wish to describe? Do you want to evaluate? Is your goal to narrate? Is your intent to persuade?

1. Personal Narrative Paragraph

I am going to give a PERSONAL NARRATION of an event that changed my life.

Last year was the first time I had ever been the new learner at Bangladesh Open University. For the first four days, I was completely alone. I don't think I even spoke to a single person. Finally, at lunch on the fifth day, Sumona Sharmin walked past her usual table and sat down right next to me. Even though I was new, I had already figured out who Sumona Sharmin was. She was popular. Pretty soon, all of Sumona's friends were sitting there right next to me. I never became great friends with Sumona, but after lunch that day, it seemed like all sorts of people were happy to be my friend. You cannot convince me that Sumona did not know what she was doing. I have a great respect for her, and I learned a great deal about what it means to be a true leader.

2. Descriptive Paragraph

I am going to DESCRIBE a sunset!

Sunset is the time of day when our sky meets the outer space solar winds. There are blue, pink, and purple swirls, spinning and twisting, like clouds of balloons caught in a blender. The sun moves slowly to hide behind the line of horizon, while the moon races to take its place in prominence atop the night sky. People slow to a crawl, entranced, fully forgetting the deeds that still must be done. There is a coolness, a calmness, when the sun does set.

3. Critical Paragraph

Persuasive Paragraph and Argumentative Paragraph

Persuade: *I am going to PERSUADE my neighbors to buy tickets to the college fair.*

The college fair is right around the corner, and tickets have just gone on sale. We are selling a limited number of tickets at a discount, so move fast and get yours while they are still available. This is going to be an event you will not want to miss! First off, the college fair is a great value when compared with other forms of entertainment. Also, your ticket purchase will help our college, and when you help the college, it helps the entire community. But that's not all! Every ticket you purchase enters you in a drawing to win fabulous prizes. And don't forget, you will have mountains of fun because there are acres and acres of great rides, fun games, and entertaining attractions! Spend time with your family and friends at our college fair. Buy your tickets now!

Argue: *I am going to present a logical ARGUMENT as to why my neighbor should attend the school fair.*

The college fair is right around the corner, and tickets have just gone on sale. Even though you may be busy, you will still want to reserve just one day out of an entire year to relax and have fun with us. Even if you don't have much money, you don't have to worry. The college fair is a community event, and therefore prices are kept low. Perhaps, you are still not convinced. Maybe you feel you are too old for fairs, or you just don't like them. Well, that's what my grandfather thought, but he came to last year's college fair and had this to say about it: "I had the best time of my life!" While it's true you may be able to think of a reason not to come, I'm also sure you can think of several reasons why you must come. We look forward to seeing you at the college fair!

4. Process or How-to Paragraph

Process: *I am going to explain the PROCESS of cleaning and organizing your room.*
OR
How-to: *I am going to describe HOW-TO clean and organize your room.*

Here is the perfect system for cleaning your room. First, move all of the items that do not have a proper place to the center of the room. Get rid of at least five things that you have not used within the last year. Take out all of the trash, and place all of the dirty dishes in the kitchen sink. Now find a location for each of the items you had placed in the center of the room. For any remaining items, see if you can squeeze them in under your bed or stuff them into the back of your closet. See, that was easy!

5. Compare and Contrast Paragraph

I am going to COMPARE and CONTRAST an ocean and a lake.

Oceans and lakes have much in common, but they are also quite different. Both are bodies of water, but oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water. Lakes are usually surrounded by land, while oceans are what surround continents. Both have plants and animals living in them. The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life. When it is time for a vacation, both will make a great place to visit and enjoy.

6. Cause and Effect Paragraph

I am going to explain the CAUSES that had the EFFECT of making me a high achieving learner. (Note: This is also a first person narrative.)

I do well in study, and people think I am smart because of it. But it's not true. In fact, three years ago I struggled in school. However, two years ago I decided to get serious about study and made a few changes. First, I decided I would become interested in whatever was being taught, regardless of what other people thought. I also decided I would work hard every day and never give up on any assignment. I decided to never fall behind. Finally, I decided to make study a priority over friends and fun. After implementing these changes, I became an active participant in tutorial sessions. Then my test scores began to rise. I still remember the first time that someone made fun of me because "I was smart." How exciting! It seems to me that being smart is simply a matter of working hard and being interested.

Lesson-2 : How to write a good paragraph.

Part One: Planning Your Paragraph

1. Decide what the main topic of the paragraph is going to be. Before you begin writing your paragraph, you must have a clear idea of what the paragraph is going to be about. This is because a paragraph is essentially a collection of sentences that all relate to one central topic. Without a definite idea of what the main topic is, your paragraph will lack focus and unity. In order to pin down the exact topic of your paragraph, you should ask yourself a number of questions:

- **What is the prompt I have been given?** If you are writing a paragraph as a response or answer to a particular prompt, such as "You have decided to donate money to charity. Which charity do you choose and why?" or "Describe your favorite day of the week," you will need to think carefully about that prompt and make sure you are directly addressing it, rather than going off topic.
- **What are the main ideas or issues that I need to address?** Think about the topic you are being asked or have decided to write about and consider what the most relevant ideas or issues relating to that topic are. As paragraphs are usually relatively short, it is important that you try to hit on all of the main ideas, without going off topic.
- **Who am I writing for?** Think about who the intended readership of this paragraph or paper is going to be. What is their prior knowledge? Are they familiar with the topic at hand, or will it require a number of explanatory sentences?
- If your paragraphs are part of a larger essay, writing an essay outline can help you define the major ideas or goals of each paragraph.

2. Write down information and ideas relating to that topic. Once you have a clearer idea of what you want to address in your paragraph, you can start organizing your thoughts by writing down your ideas on a notepad or word document. There's no need to write out full sentences just yet, just jot down some key words and phrases. Once you see everything on paper, you may get a clearer idea of which points are essential to include in your paragraph, and which points are superfluous.

- At this point, you may realize that there's a gap in your knowledge and that it will be necessary to look up some facts and figures to support your argument.
- It's a good idea to do this research now, so you will have all the relevant information easily at hand when it comes to the writing stage.

3. Figure out how you want to structure your paragraph. Now that all of your thoughts, ideas, facts and figures are laid out clearly in front of you, you can start to think about how you want to structure your paragraph. Consider each of the points you wish to address and try to arrange them in a logical order - this will make your paragraph more coherent and easier to read.

- This new order may be chronological, may put the most important information first, or may just make the paragraph easier and more interesting to read - it all depends on the topic and style of the paragraph you wish to write.

- Once you have decided where you want everything to go, you can rewrite your points according to this new structure - this will help to make the writing process a lot faster and more straightforward.

Part Two: Writing Your Paragraph

1. Write a topic sentence. The first sentence of your paragraph needs to be the topic sentence. A topic sentence is an introductory line that addresses what the main idea or thesis of the paragraph is going to be. It should contain the most important and relevant point you wish to make regarding your topic, thus summarizing the paragraph as a whole.

- Every other sentence you write should support the topic sentence and provide further detail and discussion of the issues or ideas it raises. If any sentence you write cannot be directly related to the topic sentence, it should not be included in this particular paragraph.
- More experienced writers can include their topic sentence at any point in the paragraph; it doesn't necessarily need to be the first line. However, writers who are new or less comfortable with paragraph writing should stick with having the topic sentence first, as it will help to guide you throughout the rest of the paragraph.
- Your topic sentence should not be too broad or too narrow. If your topic sentence is too broad you will not be able to discuss its ideas adequately in your paragraph. If it’s too narrow, you won’t have enough to discuss.

2. Fill in the supporting details. Once you have written and are happy with your topic sentence, you can start to fill in the rest of your paragraph. This is where the detailed, well-structured notes you wrote earlier will come in handy. Make sure that your paragraph is coherent, which means that it is easy to read and understand, that each sentence connects with the next and that everything flows nicely as a whole. To achieve this, try to write clear, simple sentences that express exactly what you want to say.

- Link each sentence with transition words which form a bridge between one sentence and the next. Transition words can help you compare and contrast, show sequence, show cause and effect, highlight important ideas, and progress smoothly from one idea to the next. Such transition words include "furthermore", "in fact" and "in addition to". You can also use chronological transitions, such as "firstly", "secondly" and "thirdly".
- The supporting sentences are the meat of your paragraph, so you should fill them with as much evidence to support your topic sentence as possible. Depending on the topic, you can use facts, figures, statistics and examples or you can use stories, anecdotes and quotes. Anything goes, as long as it is relevant.
- In terms of length, three to five sentences will usually be enough to cover your main points and adequately support your topic sentence, but this will vary greatly depending on the topic and the length of the paper you are writing. There is no set length for a paragraph. It should be as long as it needs to be to adequately cover the main idea.

3. Write a concluding sentence. The concluding sentence of your paragraph should tie everything together. A good concluding sentence will reinforce the idea outlined in your topic

sentence, but now it has all the weight of the evidence or arguments contained in your supporting sentences behind it. After reading the concluding sentence, the reader should have no doubt as to the accuracy or relevance of the paragraph as a whole.

- Don’t just reword the topic sentence. Your concluding sentence should acknowledge the discussion that has come before it and remind your reader of the relevance of this discussion.
- For example, in a paragraph dealing with the topic "Why is Canada a great place to live?" The concluding sentence might look something like "From all the evidence provided above, such as Canada's fantastic health care provisions, its top-notch education system and its clean, safe cities, we can conclude that Canada is indeed a great place to live."

4. Know when to move on to a new paragraph. Sometimes it can be difficult to tell where one paragraph should end and another begin. Luckily, there are a number of guidelines you can follow which can make the decision to move on to a new paragraph an obvious one. The most basic guideline to follow is that every time you start to discuss a new idea, you should move on to a new paragraph. Paragraphs should never contain more than one central idea. If a given idea has multiple points, then each individual aspect of the idea should be given its own paragraph.

- A new paragraph is also used each time you are contrasting two points or presenting each side of an argument.

  For example, if your topic is "should civil servants receive lower salaries?" one paragraph would deal with the arguments supporting lower pay for civil servants, while the other paragraph would provide arguments against it
- Paragraphs make a piece of writing easier to comprehend and give readers a "break" between new ideas in order to digest what they have just read. If you feel that the paragraph you are writing is becoming too complex, or contains a series of complex points, you may want to think about splitting it up into individual paragraphs.
- When writing a paper, the introduction and conclusion should always be given their own paragraphs. The introductory paragraph should define the aim of the paper and what it hopes to achieve, while also giving a brief outline of the ideas and issues it will go on to discuss. The concluding paragraph provides a summary of the information and arguments contained in the paper and states in clear terms what the paper has shown and/or proven. It may also introduce a new idea, one that opens the reader's mind to the questions raised by the paper.
- If you’re writing fiction, you need to start a new paragraph in dialogue to show a new speaker.

Part Three : Reviewing Your Paragraph

1. Check your paragraph for spelling and grammar. Once you have finished writing, it is essential that you re-read your paragraph two or three times to check it for misspelled words and poor grammar. Spelling mistakes and bad grammar can significantly impact the perceived quality of your paragraph, even if the ideas and arguments it contains are of a high quality. It is very easy to overlook small mistakes when writing, so don't skip this step, even if you're in a rush.

- Ensure that each sentence has a subject and that all proper nouns are capitalized. Also make sure that all of the subjects and verbs agree with each other and that you use the same tense across the entire paragraph.

- Use a dictionary to double-check the spelling of words that you are unsure about, don't just assume that they are correct.
- Check your paragraph for the proper use of punctuation, making sure that you use marks such as commas, colons, semicolons and ellipses in the correct context.

2. Check your paragraph for coherency and style. Not only should the technical aspects of your writing be spot on, but you should also try to achieve clarity in your writing, as well as stylistic flow. You can do this by varying the length and format of your sentences and by using transitional words and a varied vocabulary.

- The point of view of your writing should remain consistent throughout the paragraph, and indeed, the entire paper. For example, if you are writing in the first person (e.g., "I believe that...") you should not switch to a passive voice ("it is believed that") halfway through.
- However, you should also try to avoid beginning every sentence with "I think..." or "I contend that..." Try to vary the format of your sentences, as this will make the paragraph more interesting for the reader and help it to flow more naturally.
- For beginner writers, it is better to stick to short, to-the-point sentences which clearly express your point. Long, rambling sentences can very quickly become incoherent or fall victim to grammatical errors, so try to avoid them until you gain more experience as a writer.

3. Decide if your paragraph is complete. Once you have re-read the paragraph and fixed any grammatical or stylistic errors, you should have one more glance over it to determine whether it is complete. Try to look at the paragraph objectively and decide whether it sufficiently supports and develops your topic sentence, or whether it needs a few more details or additional evidence to back up your claims.

- If you feel that the main claim of your topic sentence is sufficiently supported and well-developed by the contents of the rest of your paragraph, then your paragraph is probably complete. However, if any important aspect of the topic remains unexplored or unexplained or if the paragraph is shorter than three sentences, it probably needs a little more work.
- On the other hand, you may decide that your paragraph is too long and contains superfluous or tangential content. If this is the case, you should edit the paragraph so it contains only the most relevant information.
- If you feel that all of the content is necessary to your point, but the paragraph is still too long, you should think about breaking it up into several smaller, more specific paragraphs.

Some important tips for writing a paragraph

- A paragraph should consist of:
- Topic sentence
- Supportive sentence(s)
- Concluding sentence
- When you are reading, notice how paragraphs are divided. If you learn what a paragraph is by experience, you can divide writing into appropriate parts by feel.

- There are no hard-and-fast rules for how long a paragraph should be. Instead, make sure there are natural breaks. Each paragraph should contain one main idea and whatever writing supports it.
- Always indent before starting a new paragraph. 0.5" indentations are standard for English writing.
- Spelling and grammatical errors can detract from even the most well-planned writing. Use a spell-checker or ask someone to read your work if you are unsure about anything.
- If you are writing a conversation, start a new paragraph each time somebody else speaks.
- The secret lies in:

  Unity: Have a single idea and the topic needs to be expressed.

  Order: The way you organize your sentences helps the reader to understand better.

  Coherence: Quality that makes your writing understandable. Sentences need to be connected with each other.

  Completeness: All sentences used in a paragraph should convey a complete message.
- Adjust your writing to its purpose. Just as you wear different clothes for different occasions and different climates, you should write in a style that suits your aim.
- You should start your paragraph with a good clear and simple topic sentence which contains the topic and the controlling idea.

Source : The Internet

Exercise:

Write paragraphs on following topics:

The Necessity of Learning English

Our Victory Day

Dangers of Smoking

Environmental Pollution

Beautiful Bangladesh

Answer Key:

Try yourself

Unit -16
Composition

Objectives

After the completion of this unit, you would be able to–

- define a composition.
- identify the parts of a composition.
- write a good composition.

Overview:

Lesson 1: *Composition Writing*

Lesson 2: *How to write a good composition.*

Answer Key

Lesson-1 : Composition Writing

What is **Composition?**

A composition can be simply defined as a piece of writing about a particular subject or issue. Writing good compositions is very important in the English Language in the sense that it allows the learner to be able to express what is in his or her mind regarding a particular issue.

In writing a composition or an essay, it is imperative to know that your examiners will not only look at your content but also look at important things such as your grammar, punctuation, and your style of writing. Now let us see how we go about writing a good essay or composition.

Parts of a composition

A typical composition is made up of four major parts, namely the **heading**, the **introduction**, the **body** and the **conclusion**. Let us take a look at the various parts one after the other.

1. *The Heading*

The Heading or the Title is obviously the first part of a composition or an essay. A heading is basically the title that you write at the beginning of your composition. Your heading can either be written in block letters or in initial capitals (this is where you make each word of the heading start with a capital letter). When choosing a heading or title for your composition, make sure that the heading that you write utterly relates to the content of your essay. And also try keeping your headings short and catchy. A good heading can range from just two words to a couple of words. It is never advisable to write very lengthy headings that end up looking like complex sentences.

2. *The Introduction*

After the heading, the next thing that we do is to move into the introduction of our essay. The introduction or the introductory paragraph is a very relevant aspect of your essay because of the fact that it states the main idea of your composition. It basically lets your reader to know what your composition is going to be about. It is for this reason many experts say that your introduction should be good enough to arouse the interest of your reader and make the reader fall in love with it so that they continue reading. If your introduction fails to catch the interest of the reader, then you haven't done a great job with it.

Your introduction or introductory paragraph should have the following important features:

- Should be interesting enough to grab your reader's interest
- Should prepare your reader(s) for what is to follow
- Should be able to let your reader know what the subject or topic of the composition is going to be about
- Should be concise

You can also decide to define in your introduction one or more of the keywords or key terms that the composition is all about. For example, if you are writing an essay on "***How Global Warming can be reduced***", it will be a good idea that you take a moment to define what

global warming is all about in your introductory paragraph. This helps your readers get to know what global warming actually is in the first place.

In an English Language examination, when you give your composition a very good introduction, you stand a high chance of getting some brilliant marks for that.

3. *The Body*

After the introduction, we make a smooth transition into the body of the essay or composition. You can call the body of the composition the “main content” because this is where you are going to state the main points of your essay and develop or elaborate on them. Let’s say that you are writing an essay on “The major causes of Road Accidents in your City”, it is obvious you are going to come up with a couple of points. It is always advisable to state and develop about five points. Never write below three points. In an examination, if you are writing an essay that requires that you list and explain certain points, you will lose vital marks for writing below three points.

In writing and developing your points, you should remember to always make sure that each point you bring and develop is contained within a single paragraph. So if you come up with five points, then you are expected to come up with five paragraphs. There are however, certain instances where a particular point is too complex or too broad to the point that one paragraph cannot do proper justice to it; here, you can decide to devote an additional paragraph to the point in order to properly explain it.

You should remember that the body is where the majority of your marks lie. The body is basically the heart of your essay or composition. It is therefore imperative that you make sure that you thoroughly plan it well and make a draft (rough work) of the things that you are going to be discussing before you transfer the draft into the main work. When you plan your essay and jot down the points you are going to discuss in your draft, you will have a lot of points to talk about. If you do not prepare a draft and jot down your points, when writing the real essay you are likely going to forget some very important points. It is always better to plan your essay and write your points in your draft before transferring them into the real composition. If you do this, you will always have an edge over one who thinks and writes into the real composition at the same time. The person is bound to forget some points.

4. *The Conclusion*

The conclusion is the last but not least part of a good composition. As the name suggests, the conclusion is where you are going to conclude. This is basically the ending of your composition. The conclusion should be in paragraph of its own and should be simple and summarize the main points that you raised in the body of your composition. The conclusion can be made up of two or more sentences. Your conclusion does not necessarily have to be complex or extraordinary. The conclusion performs two functions:

- It provides a beautiful way to end your composition by not bringing the composition to a sudden close down
- It summarizes all your main points in the body of your essay

Although the conclusion is simple and can be achieved in a couple of sentences, it is a very vital aspect of your essay which you should not take for granted.

After you have finished with your composition, it is extremely important that you take a moment and read over what you have written. No matter how carefully you wrote your essay, when you read over it you are bound to find some mistakes such as spelling errors, wrong use of punctuation marks and omitted words. These mistakes can go a long way in denting the beauty of your composition and making you lose vital marks if they are not corrected. This is a very important thing to do.

There are some other important things that you should have at the back of your mind when you are writing your essay.

In writing your composition, you must take note of the following things:

- Keep your sentences short and simple so that your readers can easily understand you
- Your writing should be sharp, vivid and clear
- Avoid the use of bombastic words and complex expressions; your readers and the examiners do not get impressed by such words or expressions
- Never use a word that you do not thoroughly understand
- If you are not sure of the spelling of a word, then it is advisable to look for another word or phrase that means the same as the word you are not sure of (a synonym)
- Do not use slang; if you use an informal word then make sure that you put it in inverted commas

If you follow the guidelines above, then your essays are always going to be good and very interesting to read.

Examples of composition

The Value of Self Confidence

My friends often ask me, "Tanim, why are you so carefree all the time?". The answer is quite simple. I owe my carefree attitude to self confidence. Now, some people may say that self confidence is a form of conceit, and they may be right. However, my self confidence allows me to feel relaxed no matter how difficult a task I face, so it is extremely valuable to me.

I remember the first time I participated in an English competition. Three years ago, my classmates chose me to speak in an English competition at our school. When I went onstage, I had butterflies in my stomach. Suddenly, my mother's words came back to me: "If you want to do something, it costs nothing but self confidence". Since I was chosen to be there, it meant I must have the ability to succeed. "Get a hold of yourself", I said silently. "You have prepared for this competition for the past three months. You are the best". Strangely, my nervousness vanished after I spoke to myself with such confidence. I began to speak onstage - the feeling was wonderful. The whole audience applauded afterwards. I was successful!

Without my self confidence, I could not have succeeded. My courage and optimism are based on this self confidence. Various difficulties will certainly come into our lives from time to time in the future. If we face those difficulties, we are bound to succeed. Knowing that we are capable of handling any difficulty will build our confidence and lead to success.

So, my friends are confident! Even if you're not the best, it doesn't matter. Don't you always do your best to achieve your aims? Of course you do. That's enough to give you confidence, and confidence will make you happier.

The Greatest Invention in History

Thousands of years ago in ancient Egypt, people built pyramids for the Pharoah. At that time there were no machines, so how could they move such huge stones? How could they create such splendid pyramids? How could they create such a miracle? The answer, of course, is the wheel. The wheel makes everything possible.

The common uses of the wheel are obvious. Rather than travel on foot or on horse, we have learned to travel by horse-drawn carriages, cars, trains and now airplanes and rockets. The Industrial Revolution could never have occurred without the wheel. Not only do industrial

machines, such as we find in factories, or home appliances such as washing machines and air conditioners, depend on the wheel, even the printing press that brought learning to the masses depended on gears - toothed wheels! - to work. In other words, though the printing press was important, it simply couldn't exist without the wheel.

The computer chip also would not be the useful device it is, without the help of the wheel. The computer chip itself may not use a wheel or gear directly, but peripheral devices such as printers and disk drives do. Without the wheel, we could in theory have a powerful computing device. However, we wouldn't be able to save our work or show it to other people! Without the invention of the wheel, the computer would be next to useless.

So, can you imagine a world without the wheel? Can you imagine a world without long-distance travel? Can you imagine a world without a printing press to communicate the best writing in the world? Can you imagine a world with no useful computers? Everything that came after the wheel, and everything that is to come, depends on the greatest invention in history. The wheel!

Exercise : Write a paragraph on Mobile Phones on campus.

Answer Key :

Mobile Phones on campus

The Communication Revolution has changed the way we live, work and have fun. The mobile phone in particular has changed the way we communicate with the world around us. Though mobile phones were a luxury only a few years ago, they are now considered necessities by many people. This attitude even exists among students on campuses all around Bangladesh, especially in big cities such as Dhaka, Chittagong, Rajshahi, Sylhet etc.

Nowadays, most of the students possess a cell phone. The advantages of owning a cell phone are obvious. You can talk with your friends and relatives who may live away. You can carry it wherever you go. You don't need a notebook to store phone numbers because your cell phone has a memory.

Students from rich families having cell phones. After all, they can afford it. However, poor students who only buy cell phones in order to avoid losing face. Considering their families' conditions, they should make the decision to buy a cell phone using reason rather than emotion. All students should try to think objectively before spending their hard earned money.

Lesson-2 : How to write a good composition

Part one: Prewriting

Read the assignment closely. It's important to get a clear understanding of what your tutor expects from your composition. Each tutor will have a different set of things they'll be looking for, both for the topic and the style. Keep your assignment sheet with you at all times while you're working on your composition and read it closely. Ask your tutor about anything you feel unsure about. Make sure you have a good sense of the following:

- What is the idea of the composition?
- What is the subject of the composition?
- What are the length requirements (word limit)?
- What is the appropriate tone or voice for the composition?
- Is research required for the composition?

1

Do a free-write to get some thoughts on paper. When you're first getting started in trying to figure out the best way to approach a topic you've got to write about, do some free-writing. No one has to see it, so feel free to explore your thoughts and opinions about a given topic and see where it leads.

- Try a timed writing by keeping your pen moving for 10 minutes without stopping. Don't shy away from including your opinions about a particular topic, even if your tutor has warned you from including personal opinions in your paper. This is not the final draft. So you can write your ideas.

2

Try a cluster exercise. A diagram is good to create if you've generated lots of ideas in a free write, but are having trouble knowing where to get started. This will help you go from general to specific, an important part of any composition. Start with a blank piece of paper, or use a chalkboard to draw the outline diagram. Leave lots of room.

- Write the topic in the center of the paper and draw a circle around it. Write the phrase on your paper and circle it.
- Around the center circle, write your main ideas or interests about the topic. Write as many main ideas as you're interested in.
- Around each main idea, write more specific points or observations about each more specific topic. Start looking for connections. Are you repeating language or ideas?
- Connect the bubbles with lines where you see related connections. A good composition is organized by main ideas, not organized chronologically or by plot. Use these connections to form your main ideas.

3

Consider making a formal outline to organize your thoughts. Once you've got your main concepts, ideas, and arguments about the topic starting to form, you might consider

organizing everything into a formal outline to help you get started writing an actual draft of the paper. Use complete sentences to start getting your main points together for your actual composition.

4

Write a thesis statement. Your thesis statement will guide your entire composition and is maybe the single most important part of writing a good composition. A thesis statement is generally one debatable point that you're trying to prove in the essay.

- Your thesis statement needs to be debatable.
- Your thesis statement needs to be specific.
- A good thesis guides the essay. In your thesis, you can sometimes preview the points you'll make in your paper, guiding yourself and the reader.

Part two: Writing a rough draft

1.

Think in fives. Some tutors teach the "rule of five" or the "five paragraph format" for writing compositions. This isn't a hard and fast rule and you don't need to hold yourself to an arbitrary number like "5," but it can be helpful in building your argument and organizing your thoughts to try to aim for at least 3 different supporting points to use to hold up your main argument. But some tutors like their learners to come up with:

- Introduction, in which the topic is described, the issue or problem is summarized and your argument is presented
- Main point paragraph 1, in which you make and support your first supporting argument
- Main point paragraph 2, in which you make and support your second supporting argument
- Main point paragraph 3, in which you make and support your final supporting argument
- Conclusion paragraph, in which you summarize your argument

2

Back up your main points with two kinds of evidence. In a good composition, your thesis is like a tabletop--it needs to be held up with the table-legs of good points and evidence, because it can't just float there all by itself. Each point you're going to make should be held up by two kinds of evidence: logic and proof.

- Proof includes specific quotes from the book you're writing about, or specific facts about the topic.
- Logic refers to your rationale and your reasoning. Explain your proof to the reader by using logic and you'll have a solid argument with strong evidence.

3

Think of questions that need to be answered. A common complaint from learner writers is that they can't think of anything else to say about a particular topic. Learn to ask yourself questions that the reader might ask to give yourself more material by answering those questions in your draft.

- Ask how.
- Ask why.

4

Don't worry about "sounding smart." One mistake that lots of learner writers make is spending too much time to upgrade their vocabulary. Making a strong argument has much less to do with your wording and your vocabulary and more to do with the construction of your argument and with supporting your thesis with main points.

Part three Revision

1

Get some feedback on your rough draft. It can be tempting to want to call it quits as soon as you get the page count or the word count finished, but you'll be much better off if you let the paper sit for a while and return to it with fresh eyes and be willing to make changes and get the draft revised into a finished product.

- Try writing a rough draft the weekend before it's due, and giving it to your teacher for comments several days before the due date. Take the feedback into consideration and make the necessary changes.

2

Be willing to make big cuts and big changes. Good writing happens in revision. Break down the word: revision literally means "to look again" (re-vision). Many learners think that revising is about fixing spelling errors and typos, and while that's certainly a part of proofreading, it's important to know that no writer writes a perfect argument with flawless organization and construction on their first run-through. You've got more work to do. Try:

- Moving paragraphs around to get the best possible organization of points, the best "flow"
- Delete whole sentences that are repetitive or that don't work
- Removing any points that don't support your argument

3

Go from general to specific. One of the best ways you can improve a draft in revision is by picking on your points that are too general and making them much more specific. This might involve adding more supporting evidence in the form of quotations or logic, it might involve rethinking the point entirely and shifting the focus and it might involve looking for entirely new points and new evidence that supports your thesis.

- Think of each main point you're making like a mountain in a mountain range that you're flying over in a helicopter. You can stay above them and fly over them quickly, pointing out their features from far away and giving us a quick flyover tour, or you can drop us down in between them and show us up close, so we see the mountain goats and the rocks and the waterfalls. Which would be a better tour?

4

Read over your draft out loud. One of the best ways to pick on yourself and see if your writing holds up is to sit with your paper in front of you and read it aloud. Does it sound "right"? Circle anything that needs to be more specific, anything that needs to be reworded or needs to be more clear. When you're through, go right back through and make the additions you need to make to get the best possible draft.

5

Proofread as the last step of the process. Don't worry about commas and apostrophes until you're almost ready to turn the draft in. Sentence-level issues, spelling, and typos are called "late concerns," meaning that you should only worry about them when the more important

parts of your composition--your thesis, your main points, and the organization of your argument--are already as good as they can be.

Source : The Internet

Exercise: Write compositions on the following topics

The area you live in

A memorable journey of your life

The food habit of urban people

Our heritage

Impact of social network sites

Answer Key

Try yourself.

Bangladesh Open University
Sample Question
English 2nd Paper
HSC– 2852

Time: 3 hours **Full marks: 100**

[N. B. The figures in the right margin indicate full marks]

Part-A: Grammar (Marks 60)

1. Fill in the blanks with appropriate articles. Put a cross where an article is not needed. 0.5×10=5

(a)....... ideal student is (b)........ asset for a country. He is different from (c)........ idle student. (d)........ industrious work hard. On the other hand, (e).......... idle waste away their time. They do not know (f)...... time is (g)........ most valuable thing. If anyone wants to shine in life, he should make (h)........ best use of time. Otherwise he will suffer in (i)..... long run. He will have to drag a very miserable (j)........ life.

2. Complete the text with suitable preposition: **0.5×10=5**

English is full of problems (a) ___ the second language learners. Some of these points are easy (b) ____ explain. Instant formation (c) ____ question, the difference (d) ___ since and for, the meaning (e) ____ after all and so on. Other problems are more tricky (f) ___ advanced students and teachers-what is the difference between big, great and large and so many other difficulties. But (g) ____ the other hand, when we have a glance (h) ____ its importance, we may discover English gives us easy access (i) ___ the ever-expanding knowledge of science and technology, arts and education, innovations and discoveries. Moreover, all the books, journals, reports, research findings are available (j) ___ English.

3. Complete the sentences with suitable phrases/words given in the box **0.5×10=5**

was born	had better	have to	wished	lest
let alone	used to	would you mind	what if	supposed to

(a) We live in a small room in our apartment. It can hardly accommodate four people __twenty.
(b) We were ___ go to Dhaka on an urgent place of business. But we missed the train and so we could not go.
(c) Recently, I bought a lottery. So, I ____ I had become a millionaire.
(d) A thief felt very nervous. He trembled in fear _____ he might be attacked by anyone.
(e) A cricket match is going on BTV. ____ switching on the TV? I want to watch it.
(f) While living in London, Rabindranath often _____ visit the Parliament House. He was interested to listen to debates on Irish Home Rule.
(g) Begum Rokeya, the pioneer of women renaissance, ______ in 1880.
(h) Our Country will face a great problem due to corruption. So, all walks of people _____ come forward to stop this.
(i) I am fond of both tea and coffee. Formerly I used to drink tea: ___ I now drink coffee.
(j) If you can't do anything for me in my distress, you ____ leave me and go away.

4. Complete the sentences using suitable clauses/phrases: **0.5×10=5**

(a) Education is the backbone of a nation. It energizes our mind so that __
(b) Rafiq's father wants him to be a doctor. Though his mother wants him to be an engineer. _____

(c) One who rises early can get many benefits ______ a late riser can't get all these benefits.
(d) Life is full of struggle. We can't shine in life ______ hard labor.
(e) We should avoid sin. Sinners are not only hated ______
(f) Rana, a good student wants to be a banker. But all his hopes were ____ at this father's death.
(g) Some students don't read attentively. They are usually worried ____ their examination.
(h) Health is wealth. If you want to enjoy good health, _______
(i) As Jerry did many gracious work for the authoress, she____
(j) Mr. Khan is an honest man. His honesty is ______

5. Read the text and fill in the gapes with the correct form of verbs as per subjects and context: 0.5×10=5

There (a) ____ (be) many unemployed people in our country. If you have not (b) ____ (learn) any skill, you may have to remain unemployed. You (c) ____ (need) to learn some skill if you want employment to anywhere. You certainly (d) ____ (have) to have learnt a skill if you are to be a self-employed person. If you (h) ____ (want) to prosper in life. The biography of great people (i) ____ (prove) that they were hard working. They never (j)___ (waste) their time.

6. Read the text and change the sentences as directed: 1×5=5

(a) Once upon a time, there lived a certain merchant who had three daughters (compound). To the reply of a question of the merchant, the eldest daughter answer, "Papa. (b) I get my living by your fortune (complex). (c) The same answer was given by the second daughter (active). But the youngest daughter said, (d) How difficult the question is! (Assertive). I get my living by my own fortune. (e) The merchant got very angry with the youngest daughter (Interrogative)

7. Change the narrative style of the following text: 1×5=5

My father looked at me in anger and said to me, "Where have you been so long and why are you wasting your time?" After a moment he said, "Will you not appear in the final examination?" I said, " I went to my friend's house to borrow an essential book, but he was not at home. So, I had to wait for him."

8. Identify the unclear pronoun references in the passage to make them clear: 5

Charles Karoro, a banker in Nairobi, gets enough salary but cannot afford everything. He lives in a small apartment without gardening facility for his wife Maria. He can't work outside, as there is none to look after his children. He neither can send his children to good schools nor can share his income with her rural needy brothers. Sometimes life becomes tough when his relatives stay in his house for a long period for searching jobs.

9. Read the following text and use modifiers as directed in the blank spaces: 0.5×10=5

Facebook is (a) _____ (pre-modify the noun) networking website. Today it has been become (b) _____ (pre-modify the noun) website to the young generation. We stay (c) _____ (pre-modify the verb) with all around the world through facebook. Facebook users join the network (d) _____ (use a participle to post-modify the verb). With the emergence of it, we see that people (e) _____ (pre-modify the verb) use e-mail or tools or any other online social communication. Facebook can cause (f) ___ (pre-modify the noun) tendencies because people are not (g) ____ (pre-modify the verb) communicating with each other. One can harass another (h) ____ (use an intensifier to pre-modify the adverb) easily by using a false ID. Several news stories suggest that (i) _____ (use a participle to pre-modify the verb) facebook causes divorce between a lot of couples every year. Though facebook has some demerits, its popularity is increasing (j) _____ (post-modify the verb) among the young ones.

10. Use appropriate sentences connectors in the blank spaces of the following passage:
0.5×10=5

Child labour is a very common issue in Bangladesh. Ours is an agro based country. (a)_____ a citizen owns a very small plot of land. (b) _____ it is not at all sufficient for his existence. (c) ___ there is a lot of landless people too. (d) ____ they continue as day laboures. (e)____ they can't maintain their families, they are compelled to engage their children in manual work in their very childhood. (f)____ most of the children work as domestic servants and maid servants. (g)___ they are sometimes engaged for making gardens. (h) ___ many children work in workshops, hotels and shops. (i) ____ children rights to educate themselves for the preparation of life, they can't fulfill it. (j)___ people of all walks of life and the government should try sincerely to solve this problem and help them so that they can get the light of education.

11. Read the passage and write the antonym and synonym of the words as directed below: 0.5×10=5

The Taj Mahal is one of the most <u>beautiful</u> buildings in the world. It is made of <u>fine</u> white marble with inlays of coloured marble. It has eight sides and many open arches and its <u>platform</u> is made of red sandstone. The pool water reflects its varied look at different times. However, it looks best on moon lit night.

(a) beautiful (antonym)
(b) fine (antonym)
(c) platform (synonym)
(d) pool (synonym)
(e) reflect (synonym)

12. There are errors in the use of punctuation marks in the following text. Re-write the text correcting the errors: 0.5×10=5

Rupa said to me have you finished reading the book I gave you yesterday yes I have I replied what and interesting book it is I wish I could borrow the book earlier will you return the book the me today she asked.

Part-B: Composition (Marks 40)

13. Suppose you are Olive/Oliva. You study in a local college. You want to get admission at a foreign university named Oklahoma University, Norman. Now compose an e-mail to the concerned authority asking for the admission information to the university.

or

Write a letter to your pen friend describing the natural beauty of Bangladesh. 01×8=8

14. Suppose you are a reporter of a daily newspaper. Now, write a report on your visit to some areas of a locality have been affected by Kushiara River erosion.

or

Suppose you are a reporter of the Daily Ittefaq. Now, write a report on Slum dwellers. Give a title to your report 01×8=8

15. Write a paragraph on Road Accident that happens in Bangladesh.

or

Write a paragraph on Female Education within 150 words. 10×1=10

16. Write a composition on "Television as a Wonder of Modern Science".

or

Write a short composition on Natural calamities of Bangladesh within 200 words.

14×1=14